Flipped Learning and its Effect on Student's Performance of English

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ABSTRACT

The purpose of this study is to investigate the efficacy of employing flipped-Learning on students' performance in the English language and test their skills such as (Reading-Comprehension), writing, as well as speaking and listening, and some practices, the study has done in a Jordanian School for 8th graders students. The test of flipped learning had been implemented with an empirical group, and another control group stayed with conventional learning. The number of students whom they shared was 40 (15 females and 25 males). The range of students ages in this set is about 13-15 years old, Pre-Test, and Post-Test had been employed in this study to test the students' performance. The second part of this study was to present the students' views about the application of the flipped-Learning strategy, this had been implemented through a Questionnaire, and the collected information had been analyzed employing SSPS tools. The results presented the improvement in the student's performance for various skills, also students had presented an agreement for employing this strategy in their classrooms.

Keywords: English, Education, Flipped-Learning, Skills.

Introduction

Recently, methods of language teaching had to get quickly change in discovering novel approaches to promote the efficiency of the process of language learning. Through these approaches, learners could become the basic factor in the educational process (Arslan, 2020). Additionally, the environment of learning and teaching approaches with based on technology had proved to be of major significance in helping every learner to learn as well as achieve reaching proficiency level in the language, one of these novel strategies is the application of the flipped Model, which is also called the Reversed-Classroom (Turan, 2020). The concept of flipping-classroom is established in 2000 by Bergmann and Sam (Bergmann, 2012). They had reversed the lecturing in the classroom and explained the topics included in the materials of course with the activities and interacting tasks which should be done in classrooms, They had pointed out that the theoretical topics would be studied by learners individually employing recorded lessons or videos in addition to PowerPoint-presentations, while, performing the exercises and doing the tasks which had relation to the theoretical lessons would be implemented in the classroom (Brame, 2013).

This strategy is a non-traditional model, through this strategy. In the flipped learning model, the Learners watch videos related to the course and the electronic materials which the teacher had prepared before the lesson, then complete the activities which are low-level and form the essential concepts and knowledge before they come to their school, Students digest the subject with various activities of the active-Learning in the classroom (Bishop, 2013). Students gain information at a low level outside the border of the classroom depending on technology, then they use high-level skills of thinking with their instructors and classmates in the schoolroom, (Bergmann, 2012). According to (Hao, 2016), the time in the schoolroom is not employed to convey knowledge to the learner through the lectures, then the instructor can interact with their students through other activities of learning such as finding the solutions to problems that students are proposed, discussion, guidance. some researchers point out that the (flipped-classrooms) provide several favorable educational results, while others catch attention to the limitations related to this strategy. For instance, by this strategy, learning achievement for learners and gain their satisfaction could be promoted (Missildine, 2013), also this strategy could be economical more than classical teaching (O'Flaherty, 2015), Despite that, there are challenges related to this strategy include the extra time which is required for redesigning the course according to the flipped classroom strategy (Sayeski, 2015). Some learners may behave with a low level of self-regulated (Sun, 2017). Another issue related that some students could be unsuccessful in duly scheduling their time to understand the content of the learning course outside the schoolroom (Lie, 2016).

Literature Review

Several types of research had presented the affirmative impacts of the Flipped-Classroom strategy on learners' language learning. (Shorman, 2015) had referred that the flipped-classroom strategy enables the learners to review educational materials at their home prior time of class depending on technology devices in addition to the educational platforms, (Asiksoy, 2016), presented similar results, showing that this strategy is a type of approach that concentrating on the student. Particularly, with the backing of technological tools such as smartphones, I-pads, and computers. (Ngo, 2020) students could learn novel lessons from anywhere they are and at any desired time. Furthermore, they find simplicity in taking notes in addition to playing back the hard parts or overstepping the parts which they had mastered previously, this strategy could improve their excitation and pleasure in process of education. (Strohmyer, 2016) had confirmed that applying the flipped-classroom strategy led to many advantages for both instructors and learners as like. For instructors, the flipped-classroom strategy provides the instructor of English-language a worthy chance to take advantage of the time in class to direct and help students (Vitta, 2020). Additionally, it provides a technique to estimate the weaknesses point of students and strengths ones in their comprehension of the content through the tasks during the time of class. For learners, a flipped classroom can be backing the skills of students such as thinking which is critically and skills thinking at a high level, the capability to self-learning according to individual variations, building expertise, as well as skills of communication (Nhạc, 2021). According to (Du, 2018) foreign regions had to head to this strategy for a long duration.

In the traditional method, the teacher explains the lessons and the students receive the information for the first time inside the classroom. However, in the flipped strategy, the teacher should impart the information to the class and learners should watch, read and listen to the videos, presentations, and other educational means which had previously been prepared by teachers. Teachers are the persons who only impart the information, traditionally, however, in the strategy of the flipped class, they could also guide the side, the learners transformed from passive students to active ones by the flipped-Learning, sharing ideas, and discussing the issues and problems do the activates cooperatively is difficult to achieve in the traditional method, however, through the flipped strategy, it could be exchanging the thoughts among the learners and their teacher.

Fig 1: The levels of skills in the flipped-Learning compared with the traditional one
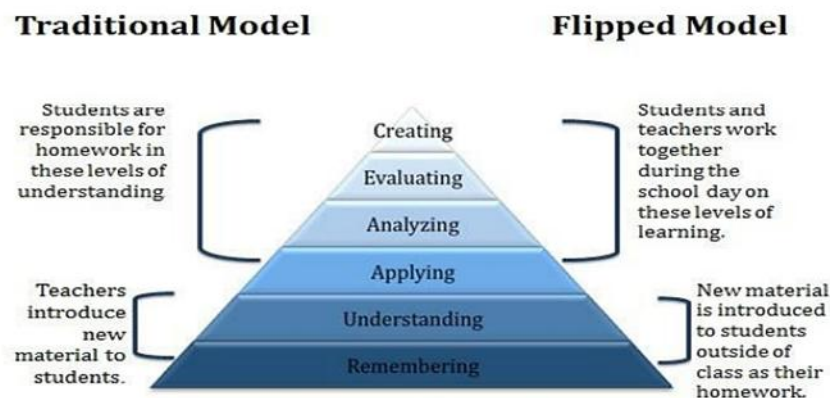
The inadequate independent learning capacity of students could be one of the factors which impact the achievement of the flipped –classroom. This strategy could be completed through the student's ability for autonomous education (Deng, 2019). Teachers supply students with multiple resources for reading or materials beforehand, learners are predominantly required to take independent in their learning by searching by themselves for the learning materials (Zainuddin, 2016). Thereby, students might face problems in the adaption with the flipped strategy if they do have not the ability to be autonomous students (Özbay, 2021). The amusement on the Internet could interpose with the education process thereby students get distracted. Therefore, self-discipline with a high level is required. learners facing a challenge with taking responsibility for their education at house due to the distractions that could lead to them losing their concentration (Nguyen, 2018), this strategy requires cooperation among the students and educators to make this approach a success. However, students' unwillingness to experiment with online education could cause the strategy ineffective in achieving the intended results (Yavuz, 2019).

Four basic skills are required for learners to perfect English-language learning effectively, according to (Daulay, 2021)," Writing" is one of the most complicated skills in the teaching process of this language, because, it needs cognitive resources, in addition to linguistics (Hayes, 1996), multiple studies and searches had found that the strategy of flipped-Learning provides major benefits for the learners as well as the instructors in the classrooms of English-language. Despite the multiple benefits of this strategy, it is determined that students experience a few challenges when they attend the classes which employ the flipped strategy, increasing the amount of time which is

required to prepare the lessons throughout the class could passively influence the levels of learners. The resulting workload resulting from Preparing the activities at the home could overwhelm learners. They could face more pressure to finish the activities pre-class, thereby, they could face more pressure to finish the activities pre-class, and therefore become non-restful with the practices done in class, (Simpson, 2015) one major challenge related to learners' resistance to a completely novel learning mode, is that, students used to traditional education methods so they found initially difficulty to modified a creative teaching model with novel procedures, expectations, and responsibilities. another challenge included a shortage of immediate help or backing outside the class. Some learners would not able for asking their questions instantly during activities of the pre-class (Bhagat, 2016), flipped-Learning strategy heavily depends on homework as well as employing technology tools, (Vuong, 2018) had determined multiple challenges associated with infrastructure, availability of classroom and limited access to the Internet with high-speed. Some learners may not have access to the Internet at home in addition that some learners might have no smartphones or laptops to follow the electronic lessons.

In this regard, (Hsieh, 2017) had employed flipped-classroom strategy for English-students to investigate the benefits of this strategy in addition to model of Wen, there were 48 contributors from sophomores of English college, by using electronic devices like smartphones Apps, in addition to, traditional instruction the blended research approach had been employed, the results had been presented that the learning based on flipped strategy could motivate the participants for learning the English-Idioms, as well as the oral capability improvement, shared the participants in the task of education, which had increased their activity and their efficient in employing the gained idiom in dialog forming, the discussion in the class and storytelling, (Basal, 2015) had discussed the issues related to obtain insights about the perceptions of expectant English-language instructors at a Turkish-University based on flipped–classrooms, the study included 47 from the teachers, the results had presented the efficiency of this strategy, (Yousufi, 2020)& (Mehring, 2016) had reviewed the basic concepts which are associated with Flipped-Classroom strategy, (Karimi, 2017) had examined the effect of this strategy on the capability of reading understanding of English-Language learners. and their trends towards the strategy in a private institution for teaching English-language in Isfahan city, Iran, (Abaeian, 2016) investigated the effectiveness of the learning process based on flipped-classroom strategy on the reading-comprehension of the learners for two various levels of students (intermediate and above) in Shiraz, also in Iran. (Roth, 2016), had discussed the influence of this method on listening skills and the trends of Cambodian-University the apply the Flipped-Classroom, the results presented the improvement in the skills of listening. Additionally, the study confirmed that learners showed affirmative trends toward employing this method in their classrooms. The study (Chuang, 2016) aimed to investigate the individual features such as self-efficacy, and motivation, which could influence the results of learning when the flipped-Learning strategy had been applied, Furthermore, (Lee, 2017) discussed the Pedagogical effects of efficient English education for flipped strategy and non-flipped one. Another study

(Susana, 2021), had specified the effectiveness and the effect of flipped-classroom on evolving writing skills for learners during the period the COVID-19 pandemic. (He, 2020),had presented the basic principles which should be noticed in the designing of the mixed flipped classroom, and constructing a "three-stage asynchronous" educating strategy of collaborative and autonomous education online, before the class, Presentation without a net in addition to performance in the class, Additionally, (Fardin, 2021) had investigated the efficacy of flipped Learning on the intermediate learners of English-Language, in Iran country, for reading-Comprehension in addition to Grammar-learning. (Akçayır, 2018), had presented a large-scale survey on the Flipped-Learning strategy to examine its reported benefits and the challenges associated with both students and their teachers, the outcomes presented that the performance of students had been improved, and it also provided suggestions for taking into future studies related to this field.

The main purpose of this search study is to investigate the effects of applying a flipped-Learning strategy on the performance of students in the skills related to English-Language.

The instructor-centered education strategy has resulted in a problem in which after students had learned English-Language for multiple years, they could not speak the language fluently (Dai, 2001), One strategy that supports active learner-centered learning is flipped learning (Egbert, 2015). In the flipped-learning strategy, the transport of information from the conventional face-to-face classroom is shifted to do this out of classes, In the flipped-learning strategy, the transport of information from the conventional face-to-face classroom is shifted to do this out of classes, and the time of class is dedicated to engaging learners in active education to enhance deeper comprehending of lessons content and skills related to finding solutions. The target of this study is to investigate the effects of the flipped-learning strategy on the students' performance of English-Language.

1- What are the influences of the flipped-Learning Strategy on students' achievements in a classroom of English-Learning as a foreign-Language?

2-What are the students' opinions about Flipped-Learning?

3- What are the effects of the flipped-Learning strategy on learners' engagement in the education process?

Methodology

In this section, the methodology of this study would be presented. It would be shown the analysis of 8th graders, to implement that, Pre-tests &Post-test had been prepared to evaluate the achievement of the students,   in addition to Questionnaire to explore the opinions of these students about the flipped-Learning strategy application. The questionnaire is a proper method to gather the data from the population, then the data would be analyzed through SSPS. The questionnaire includes ten   items using Five-Likert-Scale.

Population and sample of the study

The participants in this study were the students of 8th graders. The overall number of students who have shared in this search was 40 (15 females and 25 males). the range of students' ages in this set is about 13-15 years old.

The procedures of this search

The participants met twice a week for 120 minutes. In every meeting, learners were introduced to 8 lessons for 4-weeks. For the flipped strategy, Before the class, students have given time to watch videos as well as looking at PowerPoint presentations and read articles. for checking the learners' comprehension, some questions had embedded at various stages of the presentations and videos. then, the post-test had conducted to show the effectiveness of using flipped strategy in contrast to conventional classes.

Table1: The procedures of employing flipped learning to teach skills of English

		Steps
Stage1	Out The Class	1-Teachers distributing Videos, PowerPoint Presentations, and worksheets or other learning means. 2-Learners watch, listen and prepare the topics for the activities in the class.
Stage2	Before the Task (inside)	Asking the students questions about the topics which they have already read and watched.
Stage3	During the Task (inside)	1-discussion with the students and answer their questions. 2- Engage the learners in the classroom Tasks & activities.
Stage 4	After the Task (inside)	Evaluations about the topics of the lesson

Findings

The data was gathered through Pre-test to measure the achievement of learners in English skills learning and the Post-test has implemented to discover the differences in the achievements of learners and to specify the effects of flipped learning on the student's performance of English. The following table presents descriptive-Statistics of (Pre-Test & post-Test) which have been got through empirical and control sets.

Table 2: Control and empirical group results for Pre-test.

Pre-test	Empirical		Control	
	Mean	Achievement	Mean	Achievement
Speaking& Listening	5.34	62.1%	5.23	60.1%
Writing	4.90	56.2%	4.91	55.1%
Reading-Comprehensive	5.31	62.01%	5.20	62.15%
Grammar	5.14	62.03%	5.18	61.5%

Table 2 presented the statistical Analysis for the studied sample, the comparison results had shown there is no considerable variation between the scores of the Pre-test among the empirical and control set taking into consideration that the level of students is the same approximately.

Table3: Control and empirical group results for Post-test

Post-test	Empirical		Control	
	Mean	Achievement	Mean	Achievement
Speaking& Listening	6.81	84.25%	5.81	72.01%
Writing	6.63	83.28%	6.39	83.15%
Reading-Comprehensive	6.73	81.24%	6.21	78.11%
Grammer	6.25	77.98%	5.23	71.41%

Table 3, it could be noticed a considerable change in the scores after applying the flipped-Learning among the control and empirical study, the student's scores in the empirical set were more than the control one which confirmed the impact of the flipped-Learning on the student's performance. To investigate the views of students

about the application of this strategy a Questionnaire had employed, which is a proper method to gather the data from the population, then the data would be analyzed through SSPS. The questionnaire included ten items using Five-Likert-Scale.

Validity

The validity of the questionnaires expresses the measurement of these questionnaires, which they were designed to measure without measuring other functions, i.e. that their topics be limited to the Flipped-learning, its impact, and what is related to it.

Table 4: Learners' perceptions and stances from the flipped-learning strategy in learning English

Items	Mean	S. D
1. I have considerable motivation for learning English through the flipped-learning strategy	4.60	0.77
2. Through the Learning videos, there is enough time to get the knowledge and structures related to the lesson topics	4.29	0.66
3. The instruction related to the flipped strategy permits me for preparing for my lessons in advance	4.09	0.629
4. educating English through the flipped strategy provides me with more opportunities to be in contact with other learners	4.41	0.51
5. This strategy makes me more responsible for my learning	3.70	0.95
6. this strategy enhance my confidence in myself after I watch the videos	3.33	0.86
7. I am engaged in more activities in the flipped-Learning(Reading and writing and others).	4.59	0.78
8. The flipped-Learning provides me less time to learning-English	3.10	1.13
9. I sense that technology employing could help me learn better in the flipped strategy	4.50	0.75
10. I prefer preparing lessons by watching videos	4.58	0.64

The results presented that the flipped-Learning strategy could help the student to promote the efficiency of learning English-Language skills, from table (4) item (1) had shown, the motivation for the student to apply this strategy in their classes(Mean=. 4.60 & S. deviation =0.77), followed by the item (10) (Mean=4.58 & S. deviation=0.64), which reflect the desire of students to prepare their lessons through the technical means.

Discussion

As presented in table(2), no considerable difference between the control and empirical groups in the Pre-test outcomes, therefore which shows that they have the same levels of English before conducting this study. The results of the Post-Test reflected a considerable effect of flipped-learning on the empirical group in comparison with the results of the Control group, these effects were obvious in the skills related to (Speaking & Listening), from table(3), the results of applying Flipped-Learning strategy on the empirical group presented the improvement in the student's performance in the various skills of English, (Speaking & Listening) were the most skills which had improved (84.25%), and the next was the (writing) which had also improved (83.28%), then (reading) with (81.24%), finally the (Grammer) with (79.98%). The flipped-Learning strategy has improved the overall skills of students in particular (Speaking & Listening) this is due to the dependency on communication and interactive activities applied to do the tasks. In this way, the learner had transformed from a passive participant into an active one, and the capability of learners related to (Reading-Comprehension) skills also improved, this is turning the depending of the learner on himself to read and understand the basic ideas the content and this results accord with (Fardin, 2021) results. then, the development of the learners' (writing & Grammer) skills appeared in implementing the demanded exercises which accord with (Susana, 2021). The results of the Questionnaire reflected the motivation of the student to apply this strategy in their classes which are in accord with (Chuang, 2016) In addition, the desire of students to prepare their lessons through technology means.

Conclusion

 Flipped-Learning is one of the models used based on preparing lessons outside the classroom depending on technology means such as Smartphones, Computers, and Tablets, to follow private videos and presentations including illustrations and exercises related to the topics, students could do these tasks at any time, and from anywhere, to get basic knowledge before they going to their classes, this could raise their levels, especially for English-Language Learning.

In this search study, the major impacts of the flipped-Learning strategy on the students' performance of English for the different skills, the results had shown a considerable difference in the performance of students after applying the flipped strategy, Pre-Test & Post-Test had been done to evaluate the improvement in the student's performance through the empirical study, also the views of those students about applying this strategy had been taken into consecration, the results had been obtained through statistical analysis for the gathered data through a Questionnaire. Results presented the interest of the students to apply this strategy, they also presented their motivation and desire to employ this strategy.

Future work

More studies must be acted for a longer period to gain credible and accurate outcomes with a furthermore of participants.

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