

An English Language Flipped Classroom Teaching Structure: Impact on Students Interest and Contentment

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Abstract—A rising number of instructors are integrating the flipped study hall idea into their homeroom guidance. This instructive procedure blends video-based learning beyond the study hall with intuitive gathering learning exercises inside the homeroom to give a thorough growth opportunity. The motivation behind the ongoing review is to research the effect of the flipped homeroom approach on understudies' study hall contribution with regards to English language preparing. An EFL Flipped Classroom Teaching Model (EFL-FCTM) was proposed with the goal of examining the impact on graduate students' higher-demand thinking capacities (HOTS), responsibility, and contentment with English as a resultant language. This survey was a result of this. As a result, it examined the relationship between high-demand cognitive abilities and responsibility as well as overall happiness with the work.

Index Terms—English Language, Flipped Classroom, Student interest, Teaching structure.

I. INTRODUCTION

An unmistakable strategy in numerous instructive foundations all through the world, the flipped study hall approach has become progressively well known. This system depends on web-based accounts of the educator's talks to be conveyed before class, permitting additional time in class to be committed to dynamic learning and critical thinking (Al-Zahrani, 2015).

Individuals' personal requirements have shifted as a result of the effect of external forces such as population growth and technological advancements. Traditional instructional methods have grown ineffective in fulfilling the diverse learning needs of today's students. The justification behind this is on the grounds that understudies feel really awkward and the learning climate isn't fitting for them under the conventional guidance technique, in which the instructor is at the focal point of the growing

experience, as made sense of above (Williams, 2015). Since students are inactive students in customary guidance frameworks, they are wasteful students all through the educational experience.

The flipped homeroom idea is perhaps the best methodology for carrying out the changes required by the data age in schooling. The flipped study hall model, which has been progressively well known as of late, is characterized as an original academic strategy in which ordinary guidance is turned around (Seery, 2015). It is portrayed as follows: This model accentuates bunch learning over individual learning, instead of the conventional model. Utilizing the flipped homeroom model, the educator really directs understudies through ideas by laying out a dynamic and intuitive learning climate.

II. LITERATURE REVIEW

The flipped homeroom concept has received a lot of attention, particularly in the context of advanced education (Vazquez, 2015). Through the use of the flipped homeroom strategy, teachers are able to devote more time in the classroom to student-centered activities and discussions, such as educators and social occasion debates.

A. *The Flipped Classroom*

This methodology of instructing urges understudies to become dynamic study hall members instead of inactively paying attention to a teacher, and to commit significant up close and personal homeroom time to peer joint effort, curious request, and venture based learning exercises (Evseeva, 2015). Traditional classroom activities include the introduction of fundamental concepts, the explanation of key ideas, the assignment of reading assignments, and the delivery of tedious lectures, among other things. As a result, courses are dominated by the teacher.

The flipped study hall idea is a mix of inside and outside homeroom exercises that are directed in the contrary request. Understudies are answerable for the exercises that occur beyond the study hall, for example, watching films, visiting course-related sites, paying attention to sounds, perusing significant references, etc. In any case, educators should lay out an intelligent climate inside the homeroom that empowers pair and gathering fill in as well as involved exercises and higher request figuring abilities for understudies to acquire all the more actually (Farah, 2014).

B. Student Satisfaction

At the point when understudies express ideal sentiments about the instructing and learning exercises and encounters that have been carried out in the flipped homeroom, this is alluded to as understudy fulfillment. A few understudies are frustrated with their eye to eye opportunities for growth for an assortment of reasons. The essential justification behind this is the educator's mastery over the study hall, which urges students to become exhausted and detached (Grypp, 2015). The absence of association between students, which brings about disconnection and an awkward learning climate, is another contributing element.

Understudies were generally satisfied with the flipped homeroom technique, as found by Al-Zahrani (2015), who conducted an inquiry into their impressions of it. (Prefume, 2015), a follow-up study, looked at the impact of a flipped homeroom arrangement on the division of Japanese as a language. It was clear from the data that kids had favourable impressions of the flipped homeroom approach. A study by Gross et al. (2015) looked at how the flipped homeroom approach affected student accountability, student euphoria, and insightful achievement.

C. The Flipped Classroom Model: A Full Picture

Momentarily, the Flipped Classroom as portrayed by Jonathan Martin is:

You can flip your guidance so understudies watch and pay attention to your talks... for schoolwork, and afterward utilize your important class time to do what was recently done in schoolwork, for example, handling troublesome issues, working in gatherings, exploring, teaming up, making, and making. In spite

of the fact that lecture halls are increasingly being converted into laboratories or studios, the dissemination of information has not slowed down.

The content, which is often the theoretical or lecture-based component of the course, can be accessed and managed by the student in a more straightforward manner when the classroom is turned upside down. This is one of the advantages of the flipped classroom.

- Regardless of their physical locations, students, teachers, and subject matter experts can engage in conversation and share their ideas with one another.
- The lectures are turned into homework, and the time in class is allocated for student collaboration, experiential exercises, debate, and laboratory work.
- Increases the number of students who have admittance to scant assets, such as specialist professors and courses, providing these students with the opportunity to study from the most credible sources and to continue having access to rigorous content; this increases the number of students who have access to scarce resources.
- Students are granted access to courses offered at higher-level schools, which enables them to move through their education at their own rate.
- Gets ready understudies for a future as worldwide residents. They have the opportunity to engage in conversation with students and teachers from all over the world, which provides them with the chance to learn about and encounter diverse cultures, languages, ideas, and experiences shared by others.
- Provides the opportunity for pupils who have a variety of learning styles and capabilities to learn at their own speed and using conventional approaches.

Students have command over the media, which gives them the opportunity to examine any parts of the video that they are having trouble comprehending, those that require further reinforcement, and/or those that are very interesting to them. According to the findings of the research, this is one of the most significant advantages of employing the use of video.

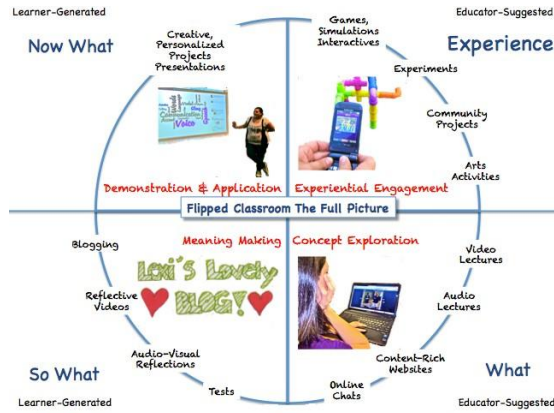


Figure 1: The Flipped Classroom Model

III. METHODOLOGY

A. Research Design

The review utilized a semi trial procedure to explore the effect of the (EFL-FCTM) on understudies' higher order thinking abilities, commitment, and by and large joy with their schooling. Members were arbitrarily relegated to one of two gatherings: the trial bunch or the benchmark group, contingent upon their orientation. Understudies in the two gatherings took a pretest in higher-request figuring abilities to check their degree of readiness for the intercession before it started.

B. Satisfaction Scale

A survey was created for this reason in light of earlier examination on understudy fulfillment with the flipped homeroom showing model (EFL-FCTM) and it was regulated to understudies. To decide its legitimacy, it was analyzed by various experts in the fields of language guidance, appraisal, and assessment, and certain alterations were made. Cronbach's Alpha was utilized to decide the dependability of the survey (0.81). It was simply managed to the children in the exploratory gathering after the intercession had occurred.

IV. RESULT AND DISCUSSION

Table 1 shows the consequences of the investigation of understudy fulfillment with the (EFL-FCTM), which included working out the means and standard deviations for the 16 things of the fulfillment scale. The general mean score of understudy fulfillment was (M=4.16, SD=.48) with a standard deviation of.49. Every one of the things scored profoundly, with scores going from (4.00) to (4.36). For the most

part, students found the flipped approach to be an enjoyable experience because it pushed them to think creatively and on a very basic level, provided them with relevant and appropriate learning materials, allowed them to use appropriate tools to support their learning, and reduced their feelings of exhaustion and strain.

Table 1: The mean scores and standard deviation of the satisfaction scale.

| No. | Items | Mean | Std. Deviation |
|-----|---|------|----------------|
| 1 | The flexible nature of the flipped learning approach allows it to adjust to the aims, objectives, and learning activities of a given course. | 4.16 | .82 |
| 2 | My ability to contribute to my language acquisition is facilitated by the instructional method known as flipped learning. | 4.24 | .89 |
| 3 | My learning is facilitated by the use of the flipped classroom, which gives me access to the resources I require. | 4.14 | .87 |
| 4 | My classroom uses the flipped model of instruction, which forces me to examine my own work and think in fresh ways about how to approach problems. | 4.32 | .73 |
| 5 | In general, I am pleased with the depth and breadth of the information presented in the various learning materials. | 4.23 | .77 |
| 6 | The structure and layout of the learning materials that the organisation provides are excellent, and I am satisfied with both aspects. | 4.22 | .70 |
| 7 | I am satisfied with the manner in which the project has included various forms of technology and multimedia materials. | 4.19 | .69 |
| 8 | I am satisfied with the degree of control and independence I have in determining the subject of my education and the manner in which I will acquire it. | 4.16 | .80 |

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|----|--|------|------|
| 9 | My ability to exercise greater control over my education is made possible by the flipped classroom model. | 4.20 | .83 |
| 10 | The implementation of flipped learning helps students feel less anxious and less bored while they are in the classroom. | 4.17 | .76 |
| 11 | In the not-too-distant future, the methodology of flipped learning may be utilised in the classroom setting to teach English as a second language. | 4.15 | .65 |
| 12 | The organization of the flipped study hall model can be depicted as simple and straightforward. | 4.34 | 1.12 |
| 13 | My development of skills that are valuable to me is facilitated by the implementation of flipped learning. | 4.08 | .73 |
| 14 | The use of the flipped learning method can cut down on the total amount of time spent learning. | 4.04 | .68 |
| 15 | My experience with flipped learning has led me to believe that it is an efficient strategy for acquiring English language skills. | 4.00 | .89 |
| 16 | In general, I am pleased with the results of my time spent learning in a setting similar to a flipped classroom. | 4.10 | .86 |
| | Overall Mean | 4.16 | .48 |

V. CONCLUSION

An outline of observational investigations on the flipped homeroom strategy in instruction was introduced in this article. Albeit the flipped homeroom approach isn't a panacea for every single instructive issue, it seems to improve dynamic advancing by expecting understudies to tackle issues using what they have realized preceding class, as opposed to inactive learning (Jensen, 2015). As per the discoveries of this audit, there is no proof that the flipped homeroom approach impacts understudy learning.

The flipped homeroom is an original approach to educating and discovering that moves educators'

obligations from being toward the front of the class to making a more agreeable and cooperative commitment to the instructing and growing experience (Kirvan, 2015).

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