

EXPLORING THE USE OF FLIPPED LEARNING APPROACH IN TEACHING GRAMMAR

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Abstract: *Defined as an inverted method in teaching and learning, a flipped learning approach is conducted when the delivery of the content is done at homes by the students and practices are done during class time (Bergmann & Sams, 2012; Sohrabi & Iraj, 2016). Although widely known among tertiary level students, the use is now extended to primary and secondary school students. Assisted by technology and facilities provided in schools, flipped learning approach can provide school students with vast opportunities to engage in English classes, particularly in reading, writing, listening and speaking and also grammar knowledge. Thus, the aim of this study is to highlight the advantages of applying flipped learning approach in English classes, particularly in teaching grammar and to identify the drawbacks that hinder the maximum use of flipped learning approach.*

Keyword: *Flipped learning, grammar, English classes*

Introduction

Flipped learning approach is an effective approach in teaching and learning as it promotes students centred instruction (Hamdan, McKnight, McKnight & Arfstrom, 2013). The application of this approach will allow students to empower autonomy in learning. It is intended to prepare students before coming to class for lessons. Students are responsible in previewing the materials prepared by teachers before the lesson begins (Hao, 2016). In addition, flipped learning is found useful in learning grammar as it allows students to practise grammar contents. Kang (2015) claims that the flipped classroom displayed statistically substantial changes to students' grammar and vocabulary knowledge. Thus, the objectives of this study are to examine the advantages of flipped learning classroom in teaching grammar and identify common issues faced by the teachers in executing the approach.

Literature Review

Flipped approach introduces a new or an inverted method in delivering content. According to Bergmann and Sams (2012), the flipped model approach is an emerging model through an improved allocation of teaching time with an objective to increase students' active learning, collaboration and scaffolding during the learning process. The authors also state that the application of the strategy echoes the idea that lectures and explanations will no longer be

conducted during class time but at home. In order for the students to apprehend the content of the subject to be discussed, they need to preview the provided online videos or video recordings of the lectures, Internet resources, together with slide presentations with audio narratives before the class (Hamdan et al., 2013). Evseeva and Solozhenko (2015) state that with the implementation of flipped classroom, a teacher will no longer be tasked to deliver knowledge to students, but to facilitate the learning process instead. Finn and Zimmer (2012) agree that when students learn outside of classroom contexts, they will engage in active learning, problem solving and critical thinking. This will then get students to be able connect with their teachers and promote students' learning and academic performance. As a result of the implementation of flipped classroom, it will help teachers to attain their learning outcomes and thus make teaching and learning more engaging, active and student-centered (Jamaludin & Osman, 2014; Trucano, 2005).

To date, several studies have found that students gained a lot of positive reinforcements from flipped learning, particularly in language learning. By introducing flipped learning approach, students will switch role from being passive listeners into active learners (Davies, Dean & Ball, 2013). Kang (2015) concluded that the implementation of flipped classroom could maximize class time and give students ample chances and opportunities to communicate in class. Zhang (2015) stated that students had more chances to practise speaking in English. Marsh (2012) revealed that flipped learning boosted the students' confidence level. Kang (2015) reported that flipped classroom displayed significant changes to students' grammar knowledge. Similarly, in an analysis of the improvement in relation to English grammar, Al-Harbi and Al-shumaimeri (2016) found that the strategy plays an important role in enhancing students' grammar knowledge. Khanova, Roth, Rodgers and McLaughlin (2015) claimed that flipped learning approach could engage students in active learning. In addition, Sohrabi and Iraj (2016) reported that the students had more communication with the instructors. This view is supported by Soliman (2016) who wrote that the flipped classroom strategy fostered student-teacher interaction.

However, data from several studies suggested that there are some challenges in implementing flipped classroom strategy from a teacher's perspectives. Evseeva and Solozhenko (2015) found that the process of recording lectures, developing learning materials and looking for additional resources is time-consuming and requires a lot of skills and efforts from teachers. Additionally, Osman, Jamaludin and Mokhtar (2014) concluded that flipped learning approach requires greater amount of effort and time in the development of video resources, planning and implementation in classroom activities compared to traditional methods. Additionally, Akcayir and Akcayir (2018) cited many drawbacks faced by the teachers that are associated with time consuming (Wanner & Palmer, 2015) and an increase of workload (Sage & Sele, 2015).

Together, these studies indicate that flipped learning approach has a positive impact on students' confidence level and grammar knowledge. In addition, it is also apparent that it can strengthen the teacher-student rapport. However, there seems to be some evidence to indicate that teachers face several challenges in conducting such method, for instance time constraint and additional workload.

Conclusion and Recommendation

This study attempts to corroborate that teachers perceive the flipped learning approach as an effective method for students to learn grammar as the students can actively engage in the lesson. Smit, Brabander and Martens (2014) argue that student-centred learning approach can lead to an increase of learner autonomy, performance and motivation. Thus, more strategies in using flipped learning should be identified.

The flipped learning approach allows minimal teachers assistance, howbeit students own control on their learning style. However, teachers should be able to find enough time for them to prepare the flipped learning materials for students. With ample time and preparation, learning grammar by using flipped learning approach can be carried out effectively.

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