



IMPACT OF FLIPPED INSTRUCTION ON LEARNING ESL GRAMMAR

Sarath Ananda and Sujeewa Hettiarachchi*

University of Sri Jayewardenepura, Sri Lanka
sujeewah@sjp.ac.lk

This paper reports an experimental study on flipping in a university-level English as a Second Language (ESL) classroom in Sri Lanka. Flipping that is being widely experimented with, mainly in teaching science, technology, engineering, and mathematics (STEM), is a pedagogical model in which traditional in-class instruction is replaced with pre-recorded lectures, which the students watch in advance. Therefore, class-time is mainly utilized not for presenting the syllabus contents but for interactive activities promoting higher order cognitive skills such as application, analysis, synthesis and evaluation. However, despite its widespread popularity in STEM classrooms, only a little is known as to how flipping can be effectively used in a second language classroom. Thus, the goal of this study was to investigate whether flipping could have an impact on students' learning of grammar of the target language. The experiment in this concern was conducted with 50 first year undergraduates who acted in two equal groups as experimental and control. The experimental group was coached under flipping and the control group was not. A comparison of their pre-test and post-test scores and qualitative data from a post-class survey and focus group discussions show that flipping creates a positive impact on students' performance in the target language and their motivation. While presenting the results, the authors will also discuss the challenges generally encountered in flipping and the possibilities of extending the method to teach non-STEM disciplines.

Keywords: *flipping, ESL, motivation, collaborative learning, grammar component*