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## EFFECT OF FLIPPED LEARNING ON ACHIEVEMENT IN ENGLISH

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### ABSTRACT:

*The present study was explored to find out the effect of flipped learning on achievement in English. The objectives of the study were to study the significant difference between pre-test achievement scores of students in control and experimental groups; to study the significant difference between post-test achievement scores of students in control and experimental groups; and to study the comparison of mean achievement scores of control group and experimental group. Experimental designs use the scientific method to establish cause-effect relationship among a group of variables in research study. Two variables involved in this study were experimental variable/independent variable and criterion variable/dependent variable. The control group was given traditional method of learning, whereas the experimental group was given flipped learning. The sample consisted of two large groups, control group (n=40) and experimental group (n=40) of arts College students. The data were analyzed using F-test and t-test.*

**KEYWORDS:** *Flipped Learning, Achievement in English.*

### INTRODUCTION:-

Higher education has been a pressure to shift towards more flexible, effectual, active, and student-centered teaching strategy that alleviates the limits of conventional allowance models of education. Recently, the flipped classroom model has been recommended to support this evolution. The flipped classroom is a new educational method, which employs a synchronous video lectures and practice

problems as homework, and active, group-based problem-solving actions in the classroom. It represents a unique amalgamation of learning theory once thought to be irreconcilable active, problem-based learning activities found upon a constructivist philosophy and instructional lectures resultant from shortest instruction methods founded upon behaviorist ethics.

### NEED AND SIGNIFICANCE OF THE STUDY

Even though plenty of studies were reported on flipped learning in foreign countries, only a few studies have been attempted on Flipped Learning in Indian situation. When there is change

over from the traditional classroom to flipped learning, before implementing the policy, there arises a need to probe its effect and a status report is necessary for the successful accomplishment of the same. The investigator wants to verify these assumptions and hence made an attempt to study how far Flipped Learning strategies influences the achievement in English. The results of the present study will reveal the implications of effect of flipped learning on achievement in English and will help to guide the students and teachers in taking necessary steps to flip the classroom, endorse academic achievement in English and indoctrinate attractive talent in

the students.

### OBJECTIVES OF THE STUDY

- To find out the significant difference between pre-test achievement scores of students in control and experimental groups.
- To find out the significant difference between post-test achievement scores of students in control and experimental groups.
- To find out the comparison of mean achievement scores of control group (traditional learning) and experimental group (flipped learning).

### HYPOTHESES

1. There is no significant difference between pre-test achievement scores of students in control and experimental groups.
2. There is no significant difference between post-test achievement scores of students in control and experimental groups.
3. There is no comparison of mean achievement scores of control group (traditional learning) and experimental group (flipped learning).

### DATA ANALYSIS

**Table 1: Significance of Difference between Pretest Achievement Scores of Students in Control and Experimental Groups**

Group	N	Mean	SD	t	p-value	Result
Control Group	40	42.010	10.96	0.223	0.284	Not Significant
Experimental Group	40	42.59	12.48			

In the above table, since the p-value is greater than 0.05, the hypothesis-1 is accepted at 0.05 level of significance. Hence, it is concluded that there is no significant difference between the pretest scores of control and experimental groups.

**Table 2: Significance of Difference between Post-test Achievement Scores of Students in Control and Experimental Groups**

Group	N	Mean	SD	t	p-value	Result
Control Group	40	59.10	16.35	3.272	0.002	Significant
Experimental Group	40	71.39	17.22			

In the above table, since the p-value is less than 0.01, the hypothesis-2 is not accepted at 0.01 level of significance. Hence, it is concluded that there is significant difference in the posttest achievement scores of control and experimental groups. The mean scores show that the experimental group scores are greater than the control group in the posttest.

**Table 3: Comparison of Mean Achievement Scores of Control Group (Traditional Learning) and Experimental Group (Flipped Learning)**

Test	Mean		Source	Sum of Squares	df	Mean Square	F	p-value	Result
	Control Group	Experimental Group							
Pre-test (X)	42.01	42.59	Between Groups	6.88	1	6.88	0.050	0.824	Not Significant
			Within Groups	10762.04	78	137.97			
			Total	10768.92	79				
Post-test (Y)	59.10	71.39	Between Groups	3017.91	1	3017.91	10.704	0.002	Significant
			Within Groups	21991.69	78	281.94			
			Total	25009.60	79				
Adjusted Post-test (Y.X)	59.45	71.05	Between Groups	2690.82	1	2690.82	27.716	0.000	Significant
			Within Groups	7475.64	77	97.09			
			Total	10166.46	78				

From the above table, it is clear that  $F_{y.x}$  value is 27.716,  $p < 0.01$ , therefore it is significant at 0.01 level. It indicates that adjusted post mean achievement scores of Arts College students in the experimental and control groups differ significantly after using flipped learning approach. Hence the null hypothesis is not accepted. So, it can be concluded that the flipped learning approach is significantly effective for improving the achievement of Arts College students in English.

### FINDINGS

To study the effect of Flipped Learning over the traditional method of teaching the experimental group gained more than the control group, which was analyzed from the difference in the scores of post-test and pre-test. It is also found that the retaining capacity in English and interest in English were also enhanced by Flipped Learning. It is evident that the Flipped Learning method resulted in better achievement of the experimental group. This finding supports the reviewed studies that Flipped Learning helps for active student engagement with the material and positive learning.

### CONCLUSION

The major purpose of the present study is to find out the effect of Flipped Learning on learning performance of students in English at Arts College so as to make them to have better understanding of the subject and enable them to achieve good marks in the examinations. The research findings vividly point out that, significant increase in the mean scores found in the post-test scores and gain scores of the Experimental group. The Experimental group which was exposed to Flipped learning showed better learning performance when compared with the performance of Control group students taught with Traditional method of teaching. Through this study, the researcher found out that Flipping could be much helpful to the instructors to teach English more effectively, ideally suited to support interactive whole class teaching. Flipped Learning also provide joyful learning environment for the students, where they could get good achievement scores, increased retention of knowledge and develops interest in learning English, which is the maximum of learning any of the subjects.

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