



## Effect of Flipped Classroom Approach on Senior Secondary School Students' Motivation and Achievement in English Grammar in Bauchi State

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### ABSTRACT

The study investigated the effect of a flipped classroom approach on senior secondary school student's motivation and achievement in Bauchi state. The study consisted of four objectives and four research questions. The study adopted a quasi-experimental research design. The population is 2200 SS 2 students selected from nine sampled schools in Bauchi state. The sample size is 180 SS2 Students. The experimental group comprises 60 students and the control group comprises 60 students. The instruments that were used for data collection are the English Language Grammar Achievement Test (ELGAT) forms I and II and the English Language Grammar Motivation Scale (ELGMS). The instrument was validated by experts from the field. Two from measurement and evaluation and One from the Department of English. Mean and standard deviation were used for data analysis. The data collected was analysed using analysis of regression analysis associated with the t-test. The result indicated that the students subjected to the flipped classroom approach did better than students subjected to the lecture approach. Also, the findings of the study revealed that the flipped classroom approach was used in teaching students in senior secondary schools in Bauchi State. Teachers moved from the lecture approach of teaching to the student-centred approach in senior secondary schools in Bauchi State. Students would be motivated using a flipped classroom approach in senior secondary schools in Bauchi State Bauchi State. Student achievement in education improved using flipped classrooms in senior secondary schools in Bauchi State. The study recommends among others that secondary schools should adopt a flipped classroom approach in teaching English language grammar. Flipped classroom approach used in teaching students in senior secondary schools in Bauchi State. Teachers moved from the lecture approach of teaching to the student-centred approach in senior secondary schools in Bauchi State. Students would be motivated using a flipped classroom approach in senior secondary schools in Bauchi State Bauchi State. Student achievement in education improved using flipped classrooms in senior secondary schools in Bauchi State.

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### INTRODUCTION

The English language remains a basic pillar in teaching and learning in Nigeria. It is very fundamental in ensuring the success of any educational achievement in the school. The language is given the status of second and official language in Nigeria and it enjoys pre-eminence over 400 different indigenous

languages in the country (Ogunji, 2013). The English language is one of the most widely used languages globally. In Nigeria, the English language is the official language of instruction in Nigerian schools at all levels. The language is currently being used for many purposes around the world and there are many reasons for which English is essential to learning. Yet, English

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grammar despite its importance in language learning seems to be associated with difficulties for many.

Many writers have defined grammar in different ways. Quirk (2012) defines grammar as a linguistic tool that determines the rules for presenting sentences correctly. The author notes that it involves a number of related sub-fields including syntax, phonetics, morphology and semantics. In another vein, Nordsquit (2012) defines grammar as the systematic study of the rules guiding the study of English Language. Also, Crystal (2014) explains grammar as the rules of the language governing the words, sentences and other elements as well as combination and interpretation. On the other hand, Delfino (2015) describes grammar as a system of rules that allows structuring of sentences. It includes several aspects of English language such as parts of speech, clauses, punctuation and mechanics of language, It involves a set of rules and examples dealing with the syntax and word structure of a language. Operationally, grammar is the rules that people follow when learning English language. These rules are as important as rules that guide a game.

For instance, if there are no rules, everybody will follow their own will and the game would soon break down. In the same way, if English language rules are not followed, people will not be able to communicate with each other. Grammar enhances communication which is the ultimate goal of teaching any language. Moreover, grammar is taught to furnish the basis for a set of language skills; listening, speaking, reading and writing (Nordsquit, 2012). In listening and speaking, grammar plays a crucial role in grasping and expressing spoken language since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language.

In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text. In the context of writing, grammar allows the learners to put their ideas into meaningful sentences so that they can successfully communicate in a written form. Also, in the case of vocabulary grammar provides a partway to learners on how some lexical items should combine into a good sentence so that meaningful and

communicative statements or expressions can be formed (Nordsquit, 2012). Hence, it becomes important for students to learn the grammar of the English Language which is the study of the rules particularly for students of English language as a second language. Adequate knowledge of the grammar of the language will help individuals or students to communicate easily with others. Appropriate use of grammar also assists communicative skills which is the major goal of language learning. It is therefore regarded as the basis for language learning generally because it promotes effective communication (Mba, 2015). There cannot be appropriate knowledge and speaking of English language without grammar. English without grammar is meaningless as proper comprehension of intention lies on the correct usage of grammar. It becomes imperative to learn the grammar of English language which entails the study of the rules of the language especially amongst students who learn English as second language. Adequate knowledge of grammar enhances communicative skills which are the major goals of language learning.

The learning of English language is a difficult task in secondary schools. This may be attributed to poor quality teaching staff, poor methods and strategies, approaches, of teaching by teachers including lack of motivation of students in learning English language and grammar in particular. Poor motivation of students is one of the major problems affecting the students thereby making the teaching of the language and its grammar boring to the students. Students require to be provided with adequate support services including proper motivation in the learning of English language to enhance their academic achievement in the subject in schools. Grammar is regarded as a significant aspect in mastering any language. Thus, mastering the grammar of English language becomes inevitable for students.

Learning grammar requires excellent and effective methods and strategies, approaches by English language teachers in order to enhance students' achievement and motivation in the teaching learning process. Regrettably, in secondary schools in Bauchi Education Zone, some of the students seem to have poor writing skills as manifested in their spelling errors, poor sentence construction,

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wrong usage of concord and tenses and verbs. It becomes imperative to suggest alternative teaching approach that can improve and motivate the students to high achievement in the English language and its grammar in secondary schools in the zone. Against the aforementioned, this study is faced with the problem of determining the effect of flipped classroom approach on senior secondary school student's motivation and achievement in Bauchi State.

### Objectives of the Study

The Objectives of the study are as follows:

1. Determine the mean achievement scores of senior secondary school students taught grammar with flipped classroom approach and those taught using lecture approach,
2. Determine the mean motivation scores of senior secondary school students taught grammar with flipped classroom approach and those taught with lecture approach,
3. Determine the mean achievement scores of male and female senior secondary school students taught grammar with flipped classroom approach and those taught using lecture approach,
4. Determine the mean motivation achievement scores of senior secondary school students' taught grammar with flipped classroom approach and those taught using lecture approach.

### Research Questions

The following research questions are raised to guide the study. These include:

1. What are the mean achievement scores of senior secondary school students' taught grammar with flipped classroom approach and those taught using lecture approach?
2. What are the mean motivation scores of senior secondary school students taught grammar with flipped classroom approach and those taught using lecture approach?
3. What are the mean achievement scores of male and female of senior secondary

school students' taught grammar with flipped classroom approach and those taught using lecture approach?

4. What are the mean motivation achievement scores of male and female senior secondary school students taught grammar with flipped classroom approach and those taught using lecture approach?

### RESEARCH METHODOLOGY

This section describes the procedures for carrying out the study. Specifically, a Quasi-experimental design was adopted for the study to determine the effect of the flipped classroom approach on senior secondary school students' motivation and achievement in English Grammar in Bauchi Education Zone, Bauchi State. Specifically, the pretest-posttest, non-equivalent control group design was employed for the study. This design is considered appropriate because there was no randomization of the subjects of the study to avoid the disruption of school organization. Consequently, intact classes were randomly assigned to experimental and control groups. The experimental group was taught using flipped classroom approach while the control group was taught using Lecture approach. The design was illustrated diagrammatically as follows:

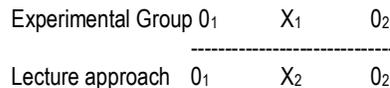


Figure 1: Quasi- Experimental Design

The symbols are defined as follows:

- $O_1$  = pre-test
- $X_1$  = treatment using flipped classroom approach
- $O_2$  = post-test
- $X_2$  = Lecture approach
- = non randomization.

The sample size of the study comprised 2200 SSII students drawn from nine secondary schools- three secondary schools from each of the three senatorial zones (Bauchi south, Bauchi Central and Bauchi north) in the state. The sample was obtained through a multi stage procedure. The researcher stratified the

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secondary schools in the state into three senatorial zones to take care of the location variable. From the three zones, the researchers drawn three schools each, ensuring that each has at least one stream of SSII students. In a situation where there is more than one class of SSII, a simple random sampling technique was used to select one class from each school. Two instruments were developed for the study. They are: English Language Grammar Achievement Test (ELGAT) Forms I and II and English language Grammar Motivation Scale (ELGMS).

English Language Grammar Achievement Test was developed by the researcher with the help of some qualified English language teachers in secondary schools and other experts in Arts education. English language is chosen because it is a subject area in which students have been observed to have poor achievement. The instrument as questionnaire used for both pre-test and post- test. The pre- test, post-test English Language Grammar Achievement Test instrument developed from SSII English Language curriculum for the class. Both tests (pre- test and post- test) were developed to measure students' achievement on the topics (units) covered during the experiment. In the final form, 50 objective test items based on the topics selected for the study was used. To develop the instrument, a test blue print was

designed and used in guiding the construction of the test.

The guiding principles for developing the test blue print is the emphasis on each aspect of the content in the scheme and number of periods it can take a qualified English Language teacher to cover a particular unit. In addition to the above considerations, the objectives of the contents taught was also considered. These objectives guided the number of topics for each of the units and the levels of questions generated. English language motivational scale is a four-point rating scale meant to determine the motivation of students in English Language Grammar contents before and after the training on flipped classroom approach. The scale ranges from Strongly Agree (SA) (4), Agree (A) (3), and Disagree (D) (2), to Strongly Disagree (SD) (1). The items were developed from information acquired through review of relevant literature.

## RESULTS

The analysis of the data collected in accordance with the research questions that guided the study.

**Research Question one:** What are the mean achievement scores of senior secondary school students' taught grammar with flipped classroom approach and those taught using lecture approach?

Table 1: Mean and Standard Deviation of achievement scores of students taught English grammar in flipped classroom using lecture method.

Method	N	Pretest		Posttest		Mean Gain
		Mean	SD	Mean	SD	
Scrabble Game	76	16.55	4.83	52.21	18.71	35.66
Convention AI Method	84	15.25	4.50	30.83	11.51	15.58

Table 1 shows that the students who were taught English Grammar using flipped approach had mean achievement score of 52.21 with a standard deviation of 18.71 at the posttest and a pretest score of 16.55 and standard deviation of 4.83 while those who were taught using conventional method had mean achievement score of 30.83 with a standard deviation of 11.51 at the posttest and a pretest mean achievement score of 15.25 and standard

deviation of 4.50. mean gain scores of 35.66 and 15.58 for the two groups respectively imply that the students who were taught using flipped approach had higher mean achievement score than those taught using lecture method.

**Research Question Two:** What are the mean motivation scores of senior secondary school students taught grammar with flipped classroom

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approach and those taught using lecture approach?

**Table 1:** Mean and Standard Deviation of motivation scores of senior secondary school students taught grammar with flipped classroom approach and those taught using lecture approach.

Method	N	Pretest		Posttest		Mean Gain
		Mean	SD	Mean	SD	
Scrabble Game	76	51.07	6.43	65.67	6.19	14.60
Convention AI Method	84	15.69	5.74	53.42	5.17	0.73

Table 1 shows that the motivation scores of senior secondary school students taught grammar with flipped classroom approach and those taught using lecture approach had mean achievement score of 65.67 with a standard deviation of 6.19 at the posttest and a pretest score of 51.07 and standard deviation of 6.43 while those who were taught using lecture method had mean achievement score of 53.42 with a standard deviation of 5.17 at the posttest and a pretest mean achievement score of 52.69 and standard

deviation of 5.74. Mean gain scores of 14.60 and 0.73 for the two groups respectively imply that the students who were taught using flipped approach had higher mean achievement score than those taught using lecture method.

**Research Question Three:** What are the mean achievement scores of male and female of senior secondary school students' taught grammar with flipped classroom approach and those taught using lecture approach?

**Table 2:** Mean and Standard Deviation of achievement scores of male and female of senior secondary school students' taught English grammar with flipped classroom approach and those taught using lecture approach.

Method	N	Pretest		Posttest		Mean Gain
		Mean	SD	Mean	SD	
Scrabble Game	76	16.55	4.83	52.21	18.71	35.66
Convention AI Method	84	15.25	4.50	30.83	11.51	15.58

Table 2 shows that the students who were taught English Grammar using flipped classroom approach had mean achievement score of 52.21 with a standard deviation of 18.71 at the posttest and a pretest score of 16.55 and standard deviation of 4.83 while those who were taught using conventional method had mean achievement score of 30.83 with a standard deviation of 11.51 at the posttest and a pretest mean achievement score of 15.25 and standard deviation of 4.50. mean gain scores of 35.66 and 15.58 for the two groups

respectively imply that the students who were taught using flipped approach had higher mean achievement score than those taught using lecture method.

**Research Question Four:** What are the mean motivation achievement scores of male and female senior secondary school students taught grammar with flipped classroom approach and those taught using lecture approach?

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**Table 3:** Mean and Standard Deviation of motivation achievement scores of male and female senior secondary school students taught grammar with flipped classroom approach and those taught using lecture approach.

Method	N	Pretest		Mean	Posttest	
		Mean	SD		SD	Mean Gain
Scrabble Game	76	51.07	6.43	65.67	6.19	14.60
Convention AI Method	84	15.69	5.74	53.42	5.17	0.73

Table 3 shows that the motivation achievement scores of male and female senior secondary school students taught grammar with flipped classroom approach and those taught using lecture approach had mean achievement score of 65.67 with a standard deviation of 6.19 at the posttest and a pretest score of 51.07 and standard deviation of 6.43 while those who were taught using lecture method had mean achievement score of 53.42 with a standard deviation of 5.17 at the posttest and a pretest mean achievement score of 52.69 and standard deviation of 5.74. Mean gain scores of 14.60 and 0.73 for the two groups respectively imply that the students who were taught using flipped approach had higher mean achievement score than those taught using lecture method.

#### FINDINGS OF THE STUDY

1. Flipped classroom approach used in teaching students in senior secondary schools in Bauchi State.
2. Teachers moved from lecture approach of teaching to student centre approach in senior secondary schools in Bauchi State.
3. Student would be motivated using flipped classroom approach in senior secondary schools in Bauchi State.
4. The student achievement in education improved using flipped classroom in senior secondary schools in Bauchi State.

#### DISCUSSION OF FINDINGS

The evidence from this study shows that students who were taught English Grammar using the flipped classroom technique obtained a higher posttest mean achievement score than those students who were taught the same English language grammar using lecture method. The difference in the achievements of

both is because the mean scores indicate that on the average, all the students taught using flipped classroom approach passed the achievement test, while on the average all those taught using lecture failed the test. It also shows that the flipped classroom approach was able to produce more effective results. The result of this study reveals that English language grammar is one of the areas in English which students find difficult. Accordingly, Umo, (2001) student's performance can be improved in English grammar with the right method or techniques.

Furthermore, the result of the study on the effectiveness of the flipped classroom approach agrees with earlier studies by Amorant, Chonlada & Anchana (2010); Adeyemi & Ajibade (2011), Atawi (2011) and Amaal & Majeda (2014). These studies revealed that flipped classroom approach improves students' performance in English language grammar and other aspects of English. For instance, the research carried out by Amaal & Majeda (2014) on the effectiveness of flipped classroom approach on students' performance in English language grammar indicated that flipped classroom approach had a significant effect on students English language grammar. Similarly, Atawi (2011), carried out a study to know the effect of flipped classroom approach on the achievement of students in English language grammar.

The results of the study also showed that flipped classroom approach had a significant effect on students' achievement in English language grammar.

The flipped classroom approach is able to produce better results in English language grammar because it is a learner-centred approach. It engages the students in tasks that will enable them to have background knowledge of the words given, develop good spelling skill and pronunciation (Akinshola & Animasulun, 2007). In addition, the findings of

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this study agree with the constructivist theory which states that learning is constructed by building a new knowledge upon a foundation of prior knowledge. As the teacher endeavor to build on students' existing knowledge in English language grammar using flipped classroom approach, there was better improvement in students' achievement in English language grammar. Also, the study agrees with the cognitive theory of language learning which posits that a child continually interacting with the world around him in solving problems that are presented by the environment and learning occurs through taking action to solve the problems. Piaget sees child as an active learner and thinker, as a sense maker who is constructing his knowledge by thriving with objects and ideas. If students are exposed to tasks that are understandable and interesting based on their chronological age, comprehension is inevitable.

The lecture method on the other hand, could not produce the type of result that the flipped classroom approach did because it is not a learner centred or learner active method. It was observed that the classes were boring as the students were not eager to learn during the treatment. The lecture method is passive and learner's roles are not clearly spelt out. For instance, the research conducted by Atawi (2011), showed the superiority of flipped classroom approach over the lecture method. Also, Umo (2001) carried out a research on the effect of flipped classroom approach on the achievement and interest of students in Igbo grammar and found out that students taught using flipped classroom approach performed better than those taught with the lecture method.

Amaal & Majeda (2014); Akinshola & Animasahun (2007) also pointed out that if students are taught with any of the students-centred method or technique as against the lecture method, their interest and achievement were enhanced. Therefore, the flipped classroom approach is one of such alternatives to the lecture method in teaching English grammar.

## CONCLUSION

Based on the findings of the study, the flipped classroom approach has facilitative effects on senior secondary school students'

achievement and interest in English grammar. Students who were taught English grammar using a flipped classroom approach achieved significantly higher than those who were taught in lecture method. This means that the flipped classroom approach proved superior to the lecture method in promoting students' achievement and interest in English grammar. The male and female students maintained almost the same level of interest in English grammar. However, school location had significant influence on students' achievement and interest in English grammar. Urban students had higher achievement and interest in English grammar than the rural students. The interaction effects of flipped classroom approach and gender on students' achievement and interest were not statistically significant. Though, there was significant interaction effect of flipped classroom approach and location on students' interest in English grammar.

## RECOMMENDATIONS

The following recommendations were made from the study;

1. English language teachers should adopt the flipped classroom approach as an alternative to the lecture method in teaching English grammar.
2. Workshops, seminars and conferences should be regularly organised for English language teachers in education authority such as Universities, Colleges of Education, Institutes of Education, Ministries of Education, Special School Management Board, Post-Primary School Board and Universal Basic Education Board (UBEB) on the use of flipped classroom approach.
3. English teacher preparation programme in Colleges of Education and Universities should include in their relevant courses on methodology, the use of flipped classroom approach in teaching English grammar so that pre-service teachers will be trained on how to use this approach in teaching English grammar on employment.
4. Curriculum developers for secondary schools such as Nigerian Educational Research and Development Council (NERDC) should incorporate the flipped classroom approach or technique in

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teaching English grammar in the next review of the curriculum as well as carry out further research on other areas of the English language where the flipped classroom approach could be applied.

5. Textbook writers in English language grammar should develop new textual materials that are flipped classroom approach compliant. Such textbooks should have copious exploration passages on each unit of registers where English grammar demonstrating different disciplines is integrated

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