

An Investigation into the Effects of Flipped Classroom Model on Students' Learning Engagement in English Syntax among English-Majored Sophomores at HUFLIT

The aim of this study is to examine the effectiveness of the application of Flipped Classroom Model to engage the students' English Syntax learning attitude among the second-year ELS students. There were 144 students becoming the subjects of this study taken by means of online survey in form of Google Forms and 4-week experimental classes. The data show that despite the fact that there is much dependence of the internet and the size of the video lessons, most of the students are fond of this learning model because they tend to have 2 channels to study: 1 at home and 1 at school. Also, this learning model can engage students' Syntax learning autonomy at home and they have time to review lessons at schools and freely give direct questions to the teacher and receive the answers right away at school. If they have any confusions, they can have the lessons in format of videos to watch again and again. Besides, the videos can be found as a useful tool for peer discussion. Students can freely to share and help their friends to learn Syntax through the content of the videos. For teachers, this model makes them put more efforts in the Syntax lessons. They have to spend time preparing the suitable content and making videos creatively to give to students on schedule. Otherwise, teachers tend to memorise a lot of information and can point out exactly in which pages the information was demonstrated. In fact, the students' positive learning attitude and the better results in the second test are the rewards to comfort teachers.

Keywords: Syntax, videos, Flipped Classroom Model, effectiveness, sophomores

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