EFFECT OF FLIPPED CLASSROOM INSTRUCTIONAL STRATEGY IN TEACHING ENGLISH LANGUAGE AMID COVID-19 PANDEMIC IN FEDERAL COLLEGE OF EDUCATION, ZARIA-NIGERIA

BY
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Abstract
The study examined the Effect of Flipped Classroom Instructional Strategy in Teaching English Language amid Covid-19 Pandemic in Federal College of Education, Zaria-Nigeria. The design of the study was quasi-experimental design. The population of the study consisted of NCE III students in Home Economics, Federal College of Education, Zaria numbering 25 as at 2020/2021 academic session. The sample size for the study was 60 participants purposively selected. English Language Achievement Test (ELAT) was used as data collection instrument. The instrument was duly validated and has reliability coefficient index of 0.83. The arithmetic mean and standard deviation was used to answer the question posed by the study, while two sample t-test was used to test the null hypothesis at α 0.05 alpha level of significance. The study found that significant differences existed in the mean academic performance scores of NCE students taught using flipped classroom instructional strategy and those taught using Lecture Method. In the light of the foregoing, it is recommended that teachers should be motivated to use flipped classroom instructional approach in teaching NCE English language students by allowing them attend courses and seminars where such modern teaching methods are discussed and put in practice for effective instructional delivery.
Keywords: Flipped Classroom, Strategy, English Language, Teaching and Achievement

Introduction
Information technologies have brought about social, political, and economic changes throughout the world. Developments in information technologies have reshaped people's views towards themselves and their environments, as a result of which a parallel change and development at the same pace has become inevitable in the field of education. This change and development in the field of education is determined by numerous factors. One of the most important among these factors is teachers, which is undoubtedly followed by information technologies. A teacher has a crucial function in managing information technologies and establishing a link between students and information technologies (Oral, 2004). The primary drivers for such innovations in education are; the desire to enhance the learning experience, the desire to enhance quality and the desire to act as a motivator to improve retention and academic performance of students. As a consequence, lecturers are under constant pressure to find ways to stimulate students with the aim to improve their motivation for learning, retention and academic performance in their courses. Historically these innovations have been decided upon in a haphazard manner, often based on anecdotal evidence, prior practice, and even best guess (Danielson, 2008).

Learning can only be achieved with the teaching strategies that appeal to various learning styles. Several studies have shown many advantages of different technology based instructional strategies for effective teaching and learning. Thus, many educational institutions are using blended learning as complimentary means in developing students' knowledge, enhancing motivation and retention thereby enhancing students' academic performance. Due to the short comings inherent in Information and Communication Technology and Traditional method of transmitting knowledge, blended learning which combines the use of both the traditional and Information and Communication Technology tends to offer better options. As this strategy combines classroom instruction with Information Communication Technology and computer assisted instruction. Here the students are exposed to teaching through the conventional method and complimenting it with electronic learning. The use of blended learning strategy in teaching has become a paramount priority to teachers all over the world. While COVID19 is primarily affecting public health, spillover effects already observed in education, stemming largely from extended school closures. Despite the low rates of infection among children and the youth, school closures are a

critical pillar of the social distancing tools to mitigate the spread of the disease and avoid an acceleration of cases that will put a strain on health services. On the other hand, extended interrupted education that disengages students from the learning process has the potential cost of reversing gains in learning results. An even higher cost comes from the disengagement of students with learning challenges (academic, socio-economic, students with special/diverse educational needs or persons with disabilities) who may not effectively cope with remote learning strategies or cannot access the information.

Marsh (2012) observed that we have always used a 'blend' of teaching approaches in order to provide rich learning environment as much as possible for our learners. What is new is the expectation of our learners to use technology in and out of the classroom as part of the learning process. Concerning the individual differences and classroom instruction, Lightbown and Spada (2013) also believe that teachers can help learners enhance their repertoire of learning strategies hence develop greater flexibility in their approach to learning. As a result of their exposure to various learning materials that include various instructional materials such as videos, blogs, online forums and other digital tools, students are offered opportunities to study facts, concepts and generalization relevant to education. In the light of the foregoing, Sandina (2015) classified blended learning into six categories namely; Face to face driver, where the teacher drives the instruction and supplements it with digital tools. Rotation student's cycle through a schedule of independent online study and face-to –face classroom time. Flexible curriculum is delivered through a digital platform and teachers are available for face –to – face consultation and support. Labs-all curriculum is delivered via digital platform but in a regular physical location and students usually take traditional classes in this model as well. Self- Blend students usually compliment their traditional learning with online course work. Online Driver- all curriculum and teaching are delivered through a digital platform and face-to-face meetings are made available, here ample opportunities are available for the teachers to choose whichever model he/she wants to adopt in order to motivate, facilitate retention thus, enhancing academic performance. Many researchers have agreed that blended learning is the best strategy that suits modern day educational practice because it is learners-centered. More so, that it builds on the deficiencies of both e-learning and traditional method, so it offers the teacher a robust and sophisticated strategy to easily do his work. It is against this backdrop that this study examines the Effect of Flipped Classroom Instructional Strategy in Teaching English Language amid Covid-19 Pandemic in Federal College of Education, Zaria-Nigeria.

Objective of the Study
i. To examines the difference in the mean academic performance scores of NCE students taught English language using flipped classroom instructional strategy and those taught using Lecture Method;

Research Question
i. What is the difference in the mean academic performance scores of NCE students taught English language using flipped classroom instructional strategy and those taught using Lecture Method?

Research Hypothesis
i. There is no significant difference in the mean academic performance scores of NCE students taught using flipped classroom instructional strategy and those taught using Lecture Method;

Methodology
The design of the study was a quasi-experimental design in which pre and post-tests were conducted for the comparison of two groups namely; the experimental and control. This design was widely believed to be the most commonly used for group comparison. In its simplest form, it requires a pretest and post-test for a treated and comparison group. In this regard, May (2012) in Salihu (2015) asserts that, it is a design in which the effects of a treated or intervention are estimated by comparing outcomes of a treatment group and a comparison group but without the benefit of random assignment. The population of the study consisted of all NCEIII Primary Education students in Federal College of Education, Zaria as at 2020/2021 academic

session. Sixty (60) participants were purposively selected. English Language Achievement Test (ELAT) was used as data collection instrument. The instrument was duly validated and has reliability coefficient index of 0.83. The arithmetic mean and standard deviation were used to answer the question posed by the study, while two sample t-test was used to test the null hypothesis at α 0.05 alpha level of significance.

Results

Question One: What is the difference in the mean academic performance scores of NCE students taught English language using flipped classroom instructional strategy and those taught using Lecture Method?

Table 1: Descriptive Statistics on the Difference in the Mean Academic Performance Scores of NCE Students Taught English Language Using Flipped Classroom Instructional Strategy and Those Taught Using Lecture Method

Group	N	Pre-test Mean	S.Dev	Post-test Mean	S.Dev	Mean Diff
Experimental	30	42.95	13.89	67.37	10.08	24.42
Control	30	41.74	12.48	50.78	11.54	9.04
Mean Difference		1.21		16.59		15.33

Table 1 revealed the mean post-test academic performance score of 67.37 for students in the experimental group with standard deviation of 10.08, while the control group has a mean academic performance score of 50.78 standard deviation of 11.54. Students in the experimental group gained by mean academic performance difference of 24.42, while those in the control group gained by mean difference of 9.04. The difference in the post-test mean academic performance scores of the two groups stood at 16.59, and in favour of experimental group.

Hypothesis One: There is no significant difference in the mean academic performance scores of NCE students taught using flipped classroom instructional strategy and those taught using Lecture Method;

Table 2: Summary of Independent Sample t-test on Hypothesis One

Group	N	Mean	SD	Df	t-value	Sig (2 tail)
Experimental	30	67.37	10.08	58	12.38	0.214
Control	30	50.78	11.54			

Results of two samples t-test in Table 2 shows that there is statistically significant difference in the mean academic performance scores of NCE students taught using flipped classroom instructional strategy and those taught using Lecture Method. This is due to the fact that the calculated p value of 0.214 (2-tailled) is found to be less than α=0.05 alpha level of significance. Consequently, the null hypothesis is hereby rejected.

Discussions

Students taught English language using flipped classroom instructional outperformed their counterparts who were taught using conventional lecture method. The finding corroborates those of (Balaman & Tüysüz, 2011; Collis, 2003; Ceylan & Elitok Kesici, 2017; Dağ, 2011) which indicated that the strategy improves the success of the students' learning and ensuring it to learn permanently. In the light of the foregoing, Sandina (2015) classified blended learning into six categories namely; Face to face driver, where the teacher drives the instruction and supplements it with digital tools. Rotation student's cycle through a schedule of independent online study and face-to –face classroom time. Flexible curriculum is delivered through a digital platform and teachers are available for face –to – face consultation and support. Labs-all curriculum is delivered via digital platform but in a regular physical location and students usually take traditional classes in this model as well. Self- Blend students usually compliment their traditional learning with online course work.

Conclusion

In the light of the foregoing, it is concluded that students taught English language using flipped classroom instructional approach outperformed their counterparts who were taught using conventional lecture method.

Recommendations

In the light of the foregoing, it is recommended that teachers should be motivated to use flipped classroom instructional approach in teaching NCE English language students by allowing them attend courses and seminars where such modern teaching methods are discussed and put in practice for effective instructional delivery.

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