
The Effect of Flipped Classroom Model in Developing English Language Skills of High School Students: A Study on Gampaha Education Zone in Sri Lanka

Sasikala Madurangi Opatha*

International Christian University, Mitaka, Japan

Abstract:

This study investigates how effectively the Flipped Classroom model enhances the English language skills of high school students in the Gampaha Education Zone of Sri Lanka. It employs a quantitative research approach and utilizes a quasi-experimental methodology involving both experimental and control groups. A pre-test administered prior to the intervention and a post-test conducted afterward assesses the degree of language improvement, while the Classroom Engagement Inventory (CEI) evaluates how well the model fosters students' interest in learning English. The conclusions of this research are drawn from the analysis of paired sample t-tests. The study determines if the flipped classroom model significantly impacts the development of English language skills and student interest in learning the language among high school students compared to traditional classroom approaches. There is a scarcity of experiments conducted on blended learning strategies at the school level in Sri Lanka, particularly regarding the effectiveness of the flipped classroom approach in improving students' learning experiences. This research aims to address this gap by examining the application of the flipped classroom model within the Sri Lankan context. This model is presented as an innovative alternative to the traditional classroom methods that are typically employed in Sri Lankan schools.

Keywords:

Flipped classroom, traditional classroom, English language skills, pre-test and post-test.