Online Flipped Classroom in English Language Grammar Learning during the Unprecedented Times

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Abstract. Online learning was widely promoted during the COVID-19 pandemic to replace conventional classroom teaching. During this traumatic situation, this study examined the use of the online flipped classroom approach (OFCA) to teach English language grammar to the pre-service teachers based on the active learning strategy referred to as Discover, Learn, Practice, Collaborate and Assess (DLPCA). A mixed-method study was used in this study. A survey questionnaire, open-ended questions and reflection were collected to identify their pre-service teachers’ experiences. The findings indicated that students were satisfied with the OFCA and their reflections revealed that OFCA was significant in their development as future educators. The lessons conducted and findings are discussed with the hope that these innovative pedagogical practices might benefit teachers and practitioners who are looking for effective approaches when they need to conduct their classes in a fully online learning environment.

Keywords: flipped classroom, pre-service teachers, English language, grammar, pandemic