

Flipped or Non-Flipped Learning? Which One Works Better for English Idiom Learning of Low and Upper Intermediate Proficiency L2 Learners?

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Abstract

Multi-word expressions, specifically idioms, have been recognized as an important factor in competent language use. The way they should be taught is, however, far from clarity. The present study investigated the impact of flipped learning, as compared with the traditional non-flipped learning, on idiom learning of low and upper intermediate L2 learners. To this end, 195 L2 learners (103 low level and 92 upper intermediate level ones) were selected via non-probability sampling procedure. In each proficiency level, the participants were divided into experimental (in which they learned 20 English idioms through the flipped method) and control groups (where the idioms were delivered in line with non-flipped traditional method). They were then asked to take a form-meaning posttest. The collected data was then analyzed through SPSS software, specifically descriptive statistics and independent t-tests. The study finally showed a significant difference between the control and experimental groups in two proficiency levels, with a higher idiom learning for the experimental groups. Then, to triangulate data, the same procedure was implemented with the same participants for teaching 20 new but equivalent idioms. However, this time the posttest measured the meaning-form idiom knowledge of the learners. Like the previous case, a significant difference was observed between the control and experimental groups in two proficiency levels and experimental group outperformed the control group.

Keywords: Flipped Learning, English idioms, L2 learners, Triangulation