

EFFECTS OF FLIPPED CLASSROOM TECHNOLOGY ON STUDENTS' INTEREST AND ACHIEVEMENT IN ENGLISH LANGUAGE READING COMPREHENSION

OMILE, JACINTA CHINWE (Ph.D)¹, ULOH-BETHEL, ANNAH CHINYEAKA (Ph.D)^{2*}, UGWUANYI, EUCHARIA IJEOMA (Ph.D)³, OBIEZU, MAUREEN NNENNA⁴, OSIGWE, NNEKA A⁵
& EZEIFE, ONYINYE NOELEEN⁶

^{1,3,4,5,6}Department of English, Federal College of Education (Technical), Umunze

²Department of Arts Education, University of Nigeria Nsukka

ABSTRACT

The paper examined the effect of Flipped Classroom Technology (FCT) on students' reading comprehension. FCT is a learner-centered instructional technology where the teachers' role and out-of-class contents are reversed in learning. The study adopted the quasi-experimental research design using a sample of 80 Junior Secondary two (JS 2) students. The instrument for data collected was English Language Reading Comprehension Test developed by the researchers and properly validated. The instrument demonstrated good inter-rater reliability index of 0.89 using Kendall coefficient of concordance. Data were analyzed using mean and Analysis of Covariance. The results indicated that FCT had significant ($p < .05$) effects on students' interest and achievement in English language reading comprehension in teaching reading comprehension. This implies that students' readiness, interest, achievement and mastery of reading comprehension would be greatly enhanced when teachers adopt the use of FCT. Based on the findings of the study, it was recommended that secondary school teachers should adopt FCT in teaching reading comprehension.

KEYWORDS: English Language Comprehension, Flipped Classroom Technology & Online Reading Technology

Received: May 19, 2021; **Accepted:** Jun 11, 2021; **Published:** Jun 21, 2021; **Paper Id.:** IJMPERDAUG202113