



The Lived Experience of Reverse Teaching of Grammar Based on Vygotsky's Social Constructivism Theory: The Case of Arabic Students of Farhangian University of Hormozgan

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Abstract

Keywords:

- reverse education
- traditional education
- grammar
- constructivism
- Vygotsky

Arabic syntax, as one of the key processes of learning Arabic, is always one of the most challenging courses, especially in non-Arabic-speaking countries. However, no doubt, modeling new educational approaches can somehow influence the effectiveness and efficiency of this course, and remove the shortcomings of the traditional approach. Therefore, this research is based on Vygotsky's theory of constructivism and deals with the lived experience of the student teachers of Arabic at Farhangian University of Hormozgan in a grammar course. According to the nature of the research, the phenomenological method and purposeful sampling were used, and with semi-structured interviews with 20 subjects, including 10 male students and 10 female students, the obtained data reached the saturation stage. To analyse the collected data and codings, thematic analysis was used, and the data was analysed using the Collaizi method. To validate the research findings and their validity and reliability, Guba and Lincoln's criteria were used. Findings from the lived experience of student teachers regarding the educational and behavioural implications of flipped learning, in four main individual and personal themes, social, educational, and time environment skills and four sub-themes of desire to learn, creating a spirit of cooperation and empathy, deep and practical understanding of the syntax course, and optimal use of environment and time were summarised. The results indicate that the application of the reverse teaching approach, in addition to being a positive step towards improving the educational level of grammar, can also be effective and useful in the efficiency and effectiveness of students' personal and social skills.

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1. Introduction

Arabic syntax, as one of the key processes of learning Arabic, is always one of the most challenging courses, especially in non-Arabic speaking countries, because its topics are abstract and do not deal with concrete objects. However, no doubt, modeling new educational approaches can have some influence on the effectiveness of this course and remove the shortcomings of the traditional approach. Therefore, in this essay, we aim to describe the role of the reverse teaching approach in the syntax course and its efficiency, relying on Vygotsky's theory of constructivism, using the descriptive phenomenology method. For this purpose, first, to clarify the geography of the subject, we review Vygotsky's theory of social constructivism and its philosophical foundations. Then, we will analyse the duality of behaviorism and constructivism in learning grammar, and finally, we will report the findings from the student teachers' lived experience of the reverse teaching approach in grammar.

1.2. Research Questions

1. What are the theoretical foundations of Vygotsky's social constructivism theory?
2. To what extent does reverse teaching affect the promotion and improvement of grammar lesson learning?
3. What are the implications and educational consequences of Vygotsky's social constructivism approach?

2. Literature Review

Vygotsky's social constructivism theory is one of the theoretical foundations of the reverse learning strategy. This theory originated from the philosophical movement of postmodernism in the 20th century. Hence, it is post-positivist. In general, positivism, which is considered the philosophical basis of the school of behaviourism, assumes that the existing reality is independent of the human mind, does not reflect the plurality of interpretations except one, and agrees with the application of the method of natural sciences to human sciences.

Therefore; Vygotsky considers the process of learning to be the transfer of the outside reality to the student's mind; for this reason, it is teacher-centred, and the student is considered as a whiteboard that must be written on by the teacher. Therefore, it should be subject to the regulations and decisions of the teacher. Nevertheless, in the theory of constructivism, whose philosophical basis is post-positivism, the reality of the outside world is not assumed to be independent of the learner. Thus, the student's mind is imagined as a spectacle mirror that gives shape and colour to perceptions, concepts, emotions and other mental matters. Therefore, it speaks of relative and variable truths, not absolute and fixed ones. This is because constructivism, with its emphasis on the social environment as a learning facilitator, is in opposition to positivism, which is the most well-known and widely used type of Vygotsky's social constructivism.

3. Methodology

Based on Vygotsky's theory of constructivism, this research aims to deal with the lived experience of student teachers of Arabic at the Farhangian University of Hormozgan in a grammar course. According to the nature of the subject under study, the approach of the current research is qualitative and descriptive phenomenology, which is built on the description of the phenomenon under study based on the experiences of the selected subjects.

So far, there have been many discussions about the role of Vygotsky's social constructivism theory and its implications on education, some of which are mentioned below:

Bilol et al. (2022), in an article entitled "Inverted Class Strategy Instead of Traditional Class", concluded that in the current age, which is known as the era of the big scientific explosion, more effective educational methods should be resorted to. The flipped classroom strategy is one of these methods that is based on transferring education from the school to the place of the learners.

Fathi (2018), in an article entitled "Social Constructivism and its Implications on the Learning and Teaching Process", concluded that by using this method, children can face the thinking of others and participate in the creation of collective perception and evaluate and correct themselves to be competent and helpful members in the class, and improve in terms of cognitive and social development.

4. Results & Discussion

In this research, 20 interviews were conducted, and after coding the interviews, the students' lived experience was classified into four main themes and 10 sub-themes. Descriptive findings: demographic characteristics of the participants: the average age of the participants was 20.

Qualitative findings: after coding the interviews, students' lived experience was classified into four main themes and 10 sub-themes: individual and personal (with three sub-themes), social skills (with three sub-themes), educational (with two sub-themes) and time environment (with two sub-themes):

1- Individual and personal themes included three sub-themes: a) increasing self-confidence and passion for learning; b) Punctuality, more preparation for the classroom, and having an education plan; and c) Strengthening individual education, increasing students' analysis power, and increasing the spirit of criticism.

2- The theme of social skills included three sub-themes: a) increasing teamwork morale and responsibility; b) discussion in study groups; and c) respecting the opinions of classmates.

3- The educational theme included two sub-themes: a) building knowledge through participation, and b) easy understanding of the topics and solving the problems of the course.

4- The temporal environment theme also included two sub-themes: a) education at the desired time, education in different places, and learning in peace; and b) concentration, learning speed control, and having enough time.

The main and sub-themes corresponding to the data in this research were formulated according to the following table after the analysis using the seven-step Collaizi method:

Main Themes	Sub-themes
Individual and Personal	Passion and Enthusiasm for Learning
Social Skills	Creating the Spirit of Cooperation and Empathy
Educational	Deep and Practical Understanding of Syntax Course
Time Environment	Optimal use of time and space

5. Conclusion

The analysis of students' lived experiences shows that an important part of the results and consequences of this method is related to the students themselves, and it affects their spirit and behaviour, creating order and correct time management, increasing enthusiasm for attending the grammar classroom, strengthening self-confidence and spirit of criticism, which has a significant effect. Also, the examination of students' lived experiences, which are the focus of learning theories and the centre of gravity of the education process, shows that the use of the reverse educational approach has important social consequences, such as strengthening the spirit of teamwork, performing group assignments and experiments, improving the spirit of participation, and accepting responsibility in the group. In addition to these, the analysis and examination of students' lived experiences indicates that students, regardless of place and time, without psychological pressure, and in a completely calm and peaceful atmosphere, have been able to adopt a reverse education approach on spatial and temporal complications and overcome the consequences in their education.

6. References

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