Experimental Research on Using Flipped Classroom Approach in Writing Classroom Using Edpuzzle

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Abstract:

Majority of researchers and educators are interested in finding novel techniques to help students refine their language skills and the knowledge of the language at the same time. One such technique, which is gaining immense popularity is the Flipped Classroom Approach. This study aims to detect the adeptness of using Flipped Classroom approach to teach writing skills to the level four (B1) foundation program students at English Language center at NCT during the second semester of the academic year 2019/2020. The study also surveys perception of students with regard to the Flipped Classroom. To analyze the efficacy of this modus operandi while using edpuzzle as a supporting tool, level 4, foundation year's program writing course was "flipped" so that students obtain instructions before the class time. The independent variables here are the classroom instructions in two different settings traditional and flipped, and males and females. Whereas, the dependent variable here is, the students achievement in academics. Data collected was mainly from the students' grades, class interviews, and pre and post survey and from my personal observations while I was implementing the Flipped Classroom. The results showed that student's performance improved post-test, and they showed optimism towards the approach. Findings of the experiment suggest that the pedagogy of Flipped Classroom can be utilized to enable individualized learning of the students while engaging them to achieve higher level thinking.

Keywords: Flipped Classroom, Traditional Classroom, Writing Skills,Edpuzzle

Introduction

Writing is a complex skill to teach and learn as stated by (Walters 1987-MAthesis) as the skill demands concurrent control over a number of sub skills that are involved in the process thus, making it a ticklish assignment for everyone with no exception to the native speakers (Nunan, 1999).Strong and well-developed writing skills are a lifetime asset for the student (Albert, Margan, Hessler, & Konrad, 2007). In fact, many teachers, researchers, and curriculum developers of foreign language teaching are concerned about good EFL writing skills (Lee, 2003). The writing process needs a lot of time as the learners have to go through all the different stages of writing.

The teachers of the skill find time constraints a major obstacle because the class time is too limited. Therefore, students struggle alone to complete the writing task at home without any help from teachers or peers (Bouchefra, 2017). This is where the Flipped Classroom approach comes as an answer and can aid teachers in utilizing the group space (classroom) effectively. The Flipped Classroom approach is becoming more and more popular among researchers (Toppo, 2011; Tucker, 2012). It was first developed in 2000 by two educators from America named Bergman and Sams (Bergman & Sams, 2012). The approach aims to provide individualized education catering to individual needs of the students (Bergman & Sams, 2012, p.6).

> The Flipped classroom is "a pedagogical approach in which direct instructions given to students shift to their flipped learning space (home) rather than the traditional learning space (classroom). In addition, the resulting group learning space is remodeled into an active, interactive learning environment where the pedagogue acts as a facilitator for students as they are creatively engaged in the subject matter by applying the concepts" (Flipped Learning Network, 2014).

In the Flipped Classroom approach, the focus is on delivering the content in the personalized learning space of the students (home). The effect of this flip is it enables the students to engage in an interactive learning environment in the classroom where students can explore, analyze and create new information. This helps the students in acquiring 21st century skills. In other words, the Flipped Classroom is turning Blooms Taxonomy on its head.

The number of teachers who teach writing skills by assimilating the Flipped Classroom Approach is soaring. This has persuaded many researchers to explore the Flipped Classroom model to detect its effectiveness particularly in writing. There are many studies conducted in heterogeneous contexts and from divergent stances (Mireille, 2014; Leis, Cooke, & Tohei, 2015; Afrilyasanti, Cahyono, & Astuti, 2016; Ahmed, 2016; Abdelrahman, Dewitt, Alias, & Rahman, 2017; Bouchefra, 2017; Ekmekci, 2017).

The studies on the Flipped Classroom approach manifest that students who received instructions through the Flipped Classroom approach achieved higher scores than those who received instructions in a traditional model. However, the results may not be the same in varied educational contexts (Cahyono Mubarok, A.F., B.Y., & Astuti, U.P. (2019). Effect of Flipped Classroom Model on Indonesian EFL Students' Writing Achievement across Cognitive Styles. Therefore, the researcher carried out this experiment in an Omani education context at NCT with foundation level (B1) students to uncover the effectiveness of FCA in teaching writing skills using Edpuzzle. This will examine the attitudes and achievements of field dependent learners.

Significance of the study

The Flipped Classroom is a pedagogical approach which swapped the classroom and instructions from teacher-centered to student centered (Al Rowais, 2016; Sivarajah, Hwang, Lai & Wang, 2015; Gayathri & Vijayarani, 2017; Curci, Lam, Lee & Richardson, Johnson, 2018). The Flipped classroom approach is widespread and is used in a wide range of disciplines all over the globe (Lo & Hew, 2017; Phillips O'Flaherty &, 2015). Studies also revealed that the EFL students' attitude changed positively towards the Flipped Classroom approach (El-Esery & Radwan, 2017; Lee & Wallace, 2018). However, further research to scrutinize the effectiveness of the Flipped Classroom approach in different areas of language learning is still needed (Park, Kim, Jang, & Nam, 2017;

Kim & Moranski, 2016). Need for study of approach's effectiveness is required at K-12 Education Globally and in Oman specifically (Lane-Kelso, 2015).

This Approach is considered for study by a large number of researchers to see its effectiveness on teaching English as a foreign/second language. However, fewer studies have assessed the effect of this approach in teaching writing skills using "Edpuzzle" and the attitudes of foundation level students towards it in an Omani context.

Besides, the contributions to the effects of the Flipped Classroom approach on students' achievements and attitudes in writing skill class can aid educators to notice the perquisites of this approach. Moreover, the EFL teachers might be interested in applying this in their writing skills with their students, as EFL students struggle a lot when it comes to writing and they need extra attention and time from their mentors to master the skill. This study therefore aims to explore in detail the Flipped Classroom approach in teaching writing in a college of technology in Oman and it will focus on the perspective of students towards learning using this approach.

Research Purposes

The aims of the study are:

- To analyze the effects of the Flipped Classroom approach in writing in colleges of technology in Oman.
- To investigate students' attitude towards the approach in learning writing skills.

Research Questions and Hypothesis

- Do foundation students at NCT perceive the Flipped Classroom as a positive learning experience?
- How is the general attitude of Foundations level-4 students with regard to learning writing skills by applying the Flipped Classroom approach?
- What is students' opinion on video lessons as a medium for learning?
- What is students' experience of using Edpuzzle (LMS) in the Flipped Classroom model?
- The statistical difference is significant between pre-test non-Flipped Classroom and post-test Flipped Classroom, writing skill test results in favor of Flipped Classroom approach at p≤.05

Literature Review

Flipped Classroom Model

The Flipped Classroom approach is the latest approach that came into the lime light after the dawn of technology in education. Before the advent of technology, education was only through traditional methods. Emergence of technology in education paved the way for many other approaches and changed the complete scenario of the education system. The Flipped Classroom flips everything related to class such as the method of delivering the content, roles of teachers and students, the utilization of class time, and students' individual and group learning spaces. The Flipped Classroom gained immense popularity in recent years (Lai, Hwang, & Wang 2015). Currently several educational institutions have adopted this approach and a large number of researchers are interested in exploring the approach from different angels (Arfstrom & Network, 2013; Bart 2014; Bergmann & Sams, 2014; Roach 2014;).

The Flipped Classroom approach enables teachers to initiate apt learning practices catering to the individual needs of the students (McLaughlin et al., 2014). The Flipped Classroom approach helps students in learning 21st century skills as it encourages learner's participation and engagement in the learning process (Roehl, et al, 2013; Bergmann & Sams, 2014). In this approach, teachers can use effective use of technology in class and it facilitates the interaction between learner and educator. The proper use of apt LMS (Learning Management System) can aid the learner in accessing resources and they can study at their own pace. The LMS used to flip the classroom helps in overcoming the hurdle of instruction delivery. Flipping not only enables the educator to cover the large content in a short times but it also enhances learners understanding. Learners get the chance to get involved interactively in the classroom activities (Velegol, Zappe, & Mahoney, 2015).

The Flipped Classroom is one such approach that caters to the needs of the three main types of students: visual, auditory and kinesthetic. It gives equal learning opportunities to all these types of learners. A visual learner can watch a video and absorb the information. An audio learner can listen to instructions and acquire the knowledge. Whereas, a kinesthetic learner can work in class either individually or in groups by interacting with the teacher and peers. Flipping can also help in transforming a learner from a passive learner to an active learner. When the Visual and Auditory learners learn by watching the videos and listening to the instructions on LMS, the same students can be motivated to participate in class activities hence making them active learners. Knowledge of the subject matter before hand could act as a driving force behind their motivation to do interactive activities in collaboration with their friends. As the students are collaborating and communicating, they can now think critically and create a good piece of work. As a result, all the four C's (Communication, Collaboration, Creativity and Critical Thinking) of 21st century skills are practiced in class just by one flip.

According to Bransford, Brown & Cocking (2000), time spent by students in school is only 14% of their total time. When it is so low, then the time spent for each skill or subject will be much less. In such a limited time the educator cannot act as a "guide on the side" as he consumes a lot of class time in giving instructions and there is not enough time for students to apply, analyze or create anything in class, and they are left alone to struggle with application at home in the form of homework assignments.

The Flipped Classroom also transforms the role of a teacher in classroom from "a sage on the stage" to the "guide on the side." It also transforms the actions as the teacher is now doing the homework by creating videos and finding suitable materials for the flipped class, and in class, the students are at the center and are actively involved whereas, the teacher is on the side guiding the students and clearing their concepts. Students here are learning by utilizing the class time effectively, and immediate help is available to them when they are producing and they will no longer be struggling alone with their homework.

Advantages of Flipped Classroom approach

The Flipped Classroom approach reverses the traditional learning environment completely.

This approach provides personalized guidance to the leaner. There are a number of advantages of this method.

- One-to-one is more between teacher and students.
- More time for students in class to participate in class activities.
- Enables students to learn comfortably and at their own pace.
- Students are encouraged to come on time to the class.
- Practical things (absences due to illness) become less problematic.
- It is cost effective.
- Students get infinitely richer content.
- Students get to explore more sources of information.
- Lectures can be reused.
- Effective and creative utilization of class time.
- Transformation of students takes place from passive listeners to active learners.
- Teachers get better perception of student's learning styles and learning difficulties.
- Apt for teaching and learning 21st century skills.
- Encourages independent learning.

However, there are some possible challenges with this approach that cannot be overlooked.

- Significant additional workload on teacher (as taping and uploading lectures needs time and skills)
- Anti-social (as time in front of the screen increases)
- Largely depends on students' motivation
- Problems with access to internet
- Unpreparedness of students can hamper the whole lesson
- Immediate help from educator is not available during the instructional stage.

In spite of all these cons, the Flipped Classroom is still gaining popularity.

Research Methodology

Research Design

When the experimental research was brought into play, the researcher compared the Flipped Classroom setting with a traditional classroom setting in order to peruse the proficiency of the Flipped Classroom approach. This comparison helped the researcher in observing the effect of flipping the classroom. The researcher administered a pretest and posttest to know the aftermath of the approach. The study employed a measurable data collection method. Two questionnaires were distributed to the students. The pre-test questionnaire focusing on perception of students on traditional classroom was given before the treatment, and the second focusing on perception of students on Flipped Classroom was given after the study.

Sample of the study

The study was conducted on level four students in the foundation program at the English Language Center of Nizwa College of Technology for the second semester of AY 2019-2020. The writing class of level four consisting of 23 students was flipped and they studied the opinion essay writing using the Flipped Classroom approach. The experimental group was selected as per the researcher's convenience. None of the participants had any experience of learning through the Flipped Classroom approach prior to the study.

Research Tool

Achievement Test

The researcher designed pre and posttest questionnaires and an EFL writing test after both the traditional teaching and the flipped approach. The language center follows IELTS rubrics to mark writing so the same was used to mark the test during the experiment to get the results of the approach's' effectiveness. The researcher used "Edpuzzle" to effectuate the flipped approach. Details of how "Edpuzzle" works will follow. Although the English language center is equipped with a Learning Management System (LMS), "Moodle", which is accessible to all students, the researcher chose "Edpuzzle" as the application helps in keenly tracking the activity of students. All the students at the language center own a mobile with an internet connection.

Questionnaire

The questionnaires designed and distributed measure students' attitude towards a traditional classroom approach and the Flipped Classroom approach. Moreover, whether flipping the course can improve writing skills or not. The questionnaire consisted of 15 items. 13 of which have a five-point--- Likert format: (5) Strongly Agree (SA), (4) Agree (A), (3) Neither Agree or Nor Disagree (NA), (2) Disagree (DA), (1) Strongly Disagree (SD). In addition, two questions were open-ended. Responses were collected by personally handing over the questionnaires to the students. The data from the questionnaires was then computed using SPSS version 20 for windows. The questionnaires as a data collection tool helped the researcher and supplemented the study with student's attitudes towards the Flipped Classroom approach.

Online learning platform

Edpuzzle comes with an extremely easy to use user interface. It is a video platform designed with the sole aim to assist teachers in enhancing the engagement of students and improving their learning through video lessons. The best part of it is it collects data as students watch and interact. It is time saving for the teacher. It is a free application and can be easily downloaded and used by both the teachers and students. The teachers can make and upload their own videos, use other teachers' videos or choose videos from YouTube, Khan Academy, Learn Zillion etc. The teacher can crop the video if it is too long, can do voice over on the existing videos to explain in your own way or even embed quizzes in the videos. The most important advantage of it is it tracks students' activity and gives detailed reports, the teacher can monitor who didn't watch it, how much of the video students watched, which part of the video was watched more than other parts, how many times the student watched each part, how much time the student spent in total on the video and if they answered the embedded questions.
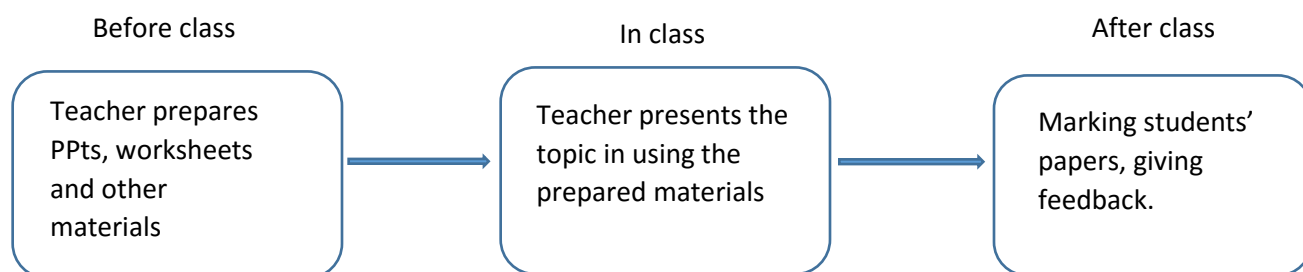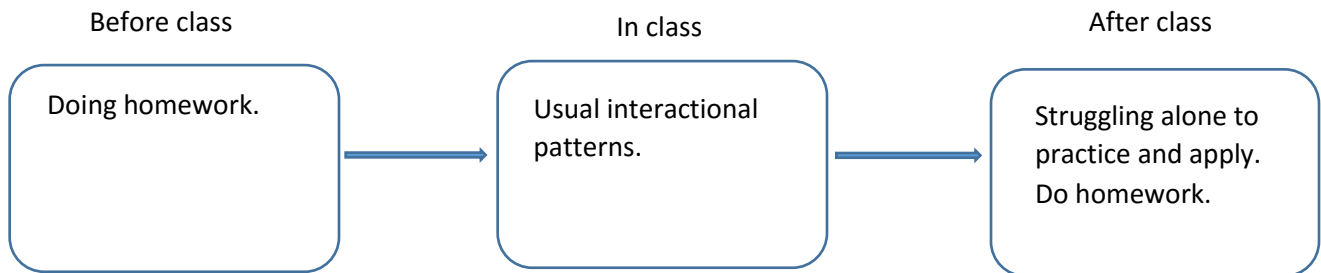
Procedure of the study

Course structure

The course chosen for the study prepares students for their specialization courses at undergraduate level as well as for the workforce. The learning outcome of the course is that the students should be able to write with clarity, detailed texts on a wide variety of subjects that are of personal interest and also on topics which a student should be familiar with while studying at college level.

Pedagogical Structure of Traditional Classroom Sessions
(Teacher-Centered)

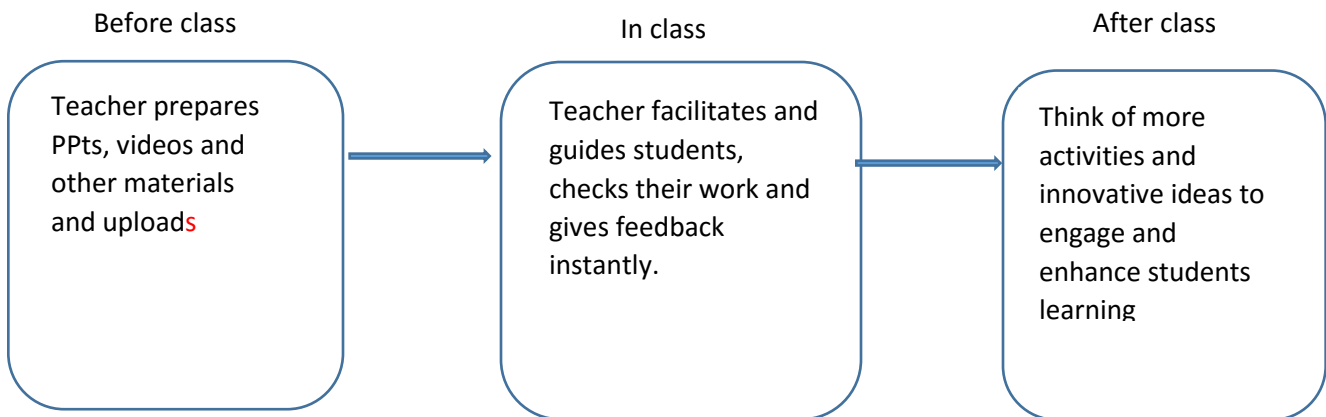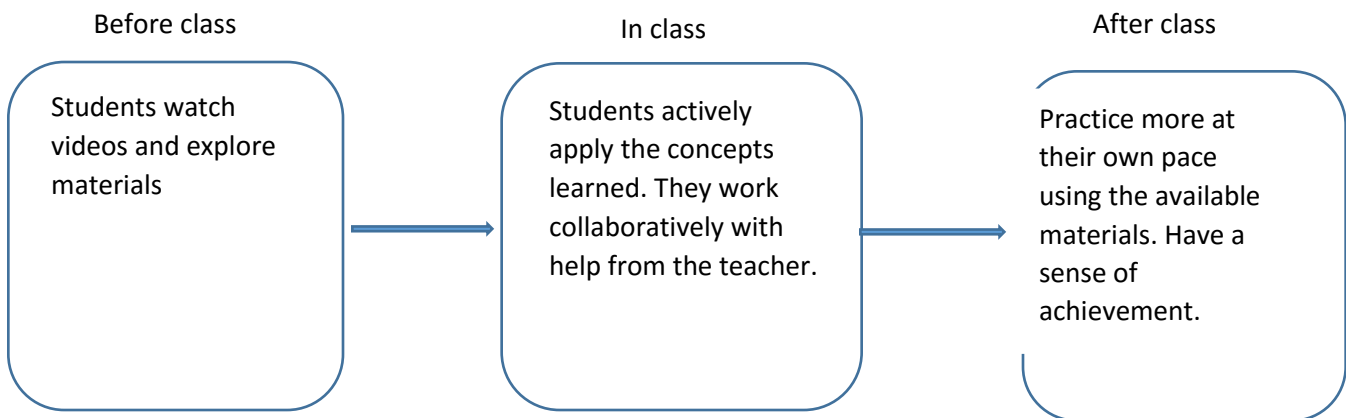Teachers In Traditional Classroom Approach

Before class	In class	After class
Teacher prepares PPts, worksheets and other materials	Teacher presents the topic in using the prepared materials	Marking students' papers, giving feedback.

Students In Traditional Classroom Approach

Before class

Doing homework.

In class

Usual interactional patterns.

After class

Struggling alone to practice and apply. Do homework.

Teachers In Flipped Classroom Approach

Before class

Teacher prepares PPts, videos and other materials and uploads

In class

Teacher facilitates and guides students, checks their work and gives feedback instantly.

After class

Think of more activities and innovative ideas to engage and enhance students learning

Students In Flipped Classroom Approach

Before class

Students watch videos and explore materials

In class

Students actively apply the concepts learned. They work collaboratively with help from the teacher.

After class

Practice more at their own pace using the available materials. Have a sense of achievement.

The following procedure was followed in conducting the study.

A casual-comparative design was used with a pre-existing group of students who participated in a traditional classroom setting for three weeks and a flipped environment for 3 weeks. The first writing was taught in a traditional classroom setting and a pretest was conducted. The flipped approach was used to teach opinion essay writing and a posttest was conducted after the students had been taught through this approach for 3 weeks. The scores of the pretest and posttest were compared using repeated measured design.

While employing the approach the researcher developed videos based on the course content and uploaded on "edpuzzle".The students were instructed to download the "Edpuzzle" app on their mobile phones and a class code was given to the students to join the class. The researcher helped the students who had trouble joining. The students were instructed to watch the videos carefully prior to the class and they were told to take notes. The researcher kept a constant check if students had viewed the video or not, as if students come to class without viewing the video the very purpose of the Flipped Classroom will be lost. The students participating in the study were not very motivated for the experiment so the researcher sent an email to each student individually asking them to watch the video before class time. With some extra efforts by the end of the day, most of the students viewed the video.

The use of the approach minimizes the classroom instructions time. The researcher asked a few more teachers teaching the same level about how much time they spent on giving instructions on opinion essay before actually beginning to write. All of them took around 40-45 minutes to give instructions. Whereas, the researchers' experimental group was able to start actual writing within 10 minutes after revision of the video topic. As the students had notes, from the video lecture there was maximum participation in the class and it was very interactive. The teacher was able to give quality time to each group. The students were actively working in the class and the teacher was merely facilitating the learning. Throughout the course of three weeks, students were able to learn and adapt at their own pace and were able to clear up any doubts they had in class. This approach offered greater time for in class practice and students weren't left alone without help to struggle with their homework. Instead, the assigned videos or PPTs were considered as homework. A few students on the first day did not watch the video before the class in spite of repeated emails from the teacher. However, when they saw their peers participating in the discussions by answering the questions and starting writing the introductions, they found themselves lost, and in the next class, they watched the videos and took notes before coming to class. To deal with the students who initially resisted, the teacher grouped them in-group with students who had already watched the video and this helped a lot. When the students observed that their peers knew everything about the new topic just by a video, they were motivated to do the same for the next class. Therefore, it did not take much time for the teacher to properly implement the method. The approach allowed students to be independent learners' and they were more focused.

To make the process easy the teacher introduced the essay in parts. In the first class, students were only asked to write the introduction to the essay by paraphrasing the questions and writing an error free thesis statement. The next class they were taught how to build body paragraphs by giving well supported ideas. The third class was to teach the conclusion. With this way of teaching, within a week students were able to write the essays that met the required standards.

Data Analysis procedures

The main focus of the research was to examine students' perception and attitudes on the Flipped Classroom in comparison to a traditional approach for their writing lessons. This research used quantitative data analysis tolls. Data was analyzed using SPSS (statistical Package for the Social Sciences) program. The average of the pre-test and posttest score or mean were utilized measure the level of accomplishment of the study participants.

Results

Contingent on the test score report, it was noticed that the mean score before the study was 24.08 with a standard deviation of 3.776. While the mean score after study was 27.08 with a standard deviation of 3.824. The students scored a minimum of 14 and a maximum of 28 in the pre-test. However, the posttest score shows a minimum of 19 and maximum of 32.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	24.0870	23	3.77688	.78753
	Posttest	27.0870	23	3.82472	.79751

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	score on test before treatment - score on test after treatment	-3.00000	4.72902	.98607	-5.04498	-.95502	-3.042	22	.006

A paired samples test was administered to collate the tally of pre and posttest. The results display that there is a remarkable difference in the scores (t)= -3.042, P= .006

Students were given a questionnaire prior to and after the study to know their perception about a traditional classroom and the Flipped Classroom approach. The survey results reveal students think the Flipped Classroom will benefit them in future (Mean=4.17, S.D .71), students are motivated to learn writing skills using the Flipped Classroom approach (Mean=3.7, S.D=1.04). Students feel that the Flipped Classroom helps to develop their communication as it gives them greater opportunities to communicate with other students (Mean=3.78, S.D=.85). They feel the Flipped Classroom is more engaging and provides them with self –learning opportunities. (Mean=3.56, S.D .89).Overall, they rated the Flipped Classroom approach as a positive learning experience (Mean=3.78, S.D= .79)

Discussion

This experimental research was embarked on to scrutinize the aftermath of flipping the writing class of EFL learners. The present study confirms Flipped Classroom Approach's positive transformation on students' writing achievement. It is difficult to cater to the needs of all students as students have different learning styles but the Flipped Classroom approach has made it possible, the approach assists students in gaining understanding of the concepts virtually. The involvement with the flipped approach was to probe the effects of the Flipped Classroom approach in teaching writing and to investigate students' attitude towards this learning approach in writing skills. Study results manifest that the students perceive the Flipped Classroom approach as a positive learning experience. Feedback collected from students through interviews and questionnaires and their posttest results disclose Majority of students' positive attitude towards the flipping and they are keen on more classes such as this, as it gives them the privilege of studying at their own rate.

During the one-to-one interview, students admitted that at first they were not very inclined to learn writing through flipping as they consider writing to be the most difficult skill and they believed that they would learn better with the teacher's guidance. A few others were unwilling as

they were too busy to view the instructional videos at home. However, over the course of the learning process, their attitude gradually changed and they rated the Flipped Classroom approach as a positive learning experience.

Based on the personal interviews with students some students shared that they missed the immediate feedback or answer from the teacher, in case of doubts, and they had to wait to meet the teacher in the next class to clear their doubts. Some of them complained that they were not able to watch the video on the phone, which may be because their phones were not compatible with the video. The personal notes of the researcher reflect that it took a great deal of time for the video to be uploaded on the "Edpuzzle" platform. It also needs extra time and from the teachers' side to flip a classroom.

The Flipped Classroom approach gives immense learning opportunities to students to learn at their own pace and manage their own study. Moreover, it makes students accountable for themselves. It also provides them with self-study opportunities. The students were able to adapt the approach easily and they were completely satisfied with the Flipped Classroom approach.

Conclusion

The Flipped Classroom approach attracted many researchers, but very few studies weigh the Flipped Classroom approach in an EFL/ESL context (Engin, 2015). Evidence from the study indicates that the Flipped Classroom approach can result in an overall positive learning experience. This approach is best for integrating different language skills, listening to the video at home, speaking their ideas in class and working with groups to communicate their ideas in the form of wee-written essays. Educators can adopt this as a student-centered active learning technique to ensure finer awareness of the concepts.

It is very important to understand that this approach is not designed to replace the teacher in the classroom but rather it changes the role of a teacher from "sage on the stage" to "guide on the side." The educators may initially have to deal with learners who are not very motivated to learn through flip, but once it is implemented there will gradually be a change in their attitudes towards flip. This approach will work with students who are weak as the teacher can give individual attention.

Recommendations

I recommend that the teachers who are teaching Omani students can adapt the Flipped Classroom approach for teaching foundation courses. This experiment was carried out only with one small group of students with one single topic and on one particular level. This approach may be employed on other students of different levels with different skills to measure the effectiveness of the approach. Teachers should be trained in using various learning management systems so that they can employ the approach effectively using such LMS'. Further long-term research is needed to find the efficacy of the approach over the traditional classroom method. The teachers who are teaching other foundation course at the college of technology should experiment with the Flipped Classroom approach with their students. The next step of my research would be to find out how the Flipped Classroom approach would work with other language skills and how it would work with flipping the whole course.

Acknowledgements

About the Author

Ms. Asiya Tabassum has been working as a lecturer in Nizwa College of Technology, Oman for 7 years. She did her masters' from Osmania University, Hyderabad, India. In addition, a certificate course in TESOL from American Training Institute, Kerala, India. Her research interests are using education technologies and experimenting writing skills using different platforms.

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