

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 like a shot 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 flipped classroom. To analyze the efficacy of the approach 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 are 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 positive attitude towards the approach. Findings of the experiment encourage that Flipped classroom approach can be utilized to engage students to achieve higher level thinking through individualized learning.