

Imparting English Language Skills to L2 Learners through Flipped Classroom Teaching Techniques

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ABSTRACT

English language teaching in engineering institutions has become a stress-free task nowadays for teachers and students due to innovative methods applied in teaching pedagogy. Innovative teaching pedagogy has done wonder and has made English language teaching more enriching for the engineering students. This research paper foregrounds the presentday pros and cons of English language teaching through Flipped classroom. Flipped classroom is an innovative methodology used successfully in English language teaching. It has become more effective and student friendly. It offers entertainment and instructions suitable for the young and adult to learn actively and enthusiastically. Flipped classroom teaching also encourages self-learning and group study. This paper probes the instant success of Flipped classroom and highlights its salient features benefitting learning and teaching process in English language teaching.

KEYWORDS

Flipped Classroom, Blended Learning, Innovative Methodology, Self-learning.

Introduction

Traditional method of teaching always centred on teachers as ‘sage on the stage’ (King, 1993). It had faced many criticisms that the lectures made the students passive listeners and the professors couldn’t keep the students engaging. Hence it has become unsuitable for application oriented subjects paving way for innovation such as flipped classroom teaching (Cashin, 1985). The contemporary education system has distanced from teacher centred to student entered. English Language Teaching has been experimented many innovating teaching methods in countries where English is spoken as a second language. The modern tools like Moodle, Google Classroom, etc. have been used to enhance English Language Teaching. It is no doubt both the students and teacher benefit from these innovative teaching tools and methods. This research article foregrounds the fact that all these teaching tools need resources. Texts, pictures, charts, maps, videos and audios are also used to make the innovative teaching effective. In this way, Flipped videos play an important role making the teaching and learning process more effective and meaningful. Topics are prepared in well advance with the help of recorded voice, mind mapping and solution of the problem dealt in the topic. These flipped videos are shared to the students with the assessment and assignment questions.

Research Purpose

The objective of this study was to get the perception and experience of students towards flipped classroom teaching through Moodle or Google Classroom. Three aspects were considered: firstly, to know students’ general experience in taking these types of classes; secondly, to get to know their attitude towards flipped classroom teaching and finally to foreground that how students benefit from flipped classroom teaching.

Method

This study is based on quantitative and qualitative analyses of various research articles, books, news and other media reports. A questionnaire based on the benefits and demerits of flipped class was prepared and distributed to the students. They were given enough time to respond the queries. It was prepared to test his attitude towards online teaching and to know whether his or her performance increased or decreased after attending flipped classroom a period of month. Grammar was taught for this purpose. Flipped videos were prepared for the topics like, parts of speech, tense and voices.

Literature Review

Given Lee and Amanda Wallace in their research paper, titled as “Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions” have done a survey of flipped video teaching of Communicative language in a South Korean University. The result was overwhelmingly in favour of flipped classroom teaching. The students who attended the flipped classes performed far better than those attended non-flipped classes (Lee & Amanda, 2017).

“A Review of Research on Flipped Classroom Approach for Teaching Communication Skills in English”, by Hardev Singh and Sokhal Jaswant Singh, was the result of survey conducted in Sultan Idris Education University, Malaysia. The result of survey points out that the teachers have become facilitators and helping and guiding the students. They are no more instructors giving lectures. The flipped class helped the students prepare well at home and perform better in the classroom discussion later (Hardy Singh, 2017).

“Flipped classroom in English language teaching: a systematic review.” by Zeynep Turan & Birgul Akdag-Cimen published in Computer Assisted Language Learning journal, emphasises the need for teaching English language through flipped classroom. It brings to our notice that the popularity of flipped classroom teaching started in 2014 and gained momentum from 2017 onwards. This article also highlights the benefits of flipped classroom teaching vividly (Turan and Cimen, 2019).

Process

Flipped videos were made using various topics related to grammar. Slides were arranged with colourful texts and animation. Then the voice of the teacher was recorded using a good webcam. The duration was of five to ten minutes. The texts were be simple and attractive. The voice of the teacher was casual and informal in order to avoid monotonous. The assessment and assignment questions were simple and direct. The voice of the teacher was recorded continuously throughout the slides. The recorded video and the assessment questions were sent to the students through Google classroom or directly sharing through the Google drive. The schedule of the watching the flipped video and the completion of the assessment and assignment was informed the student well in advance.

Result

A sample flipped video was prepared and used for teaching English grammar to the Engineering students. The result of the flipped video class was compared with the traditional classroom teaching. There were fifty students in the traditional class. Almost 30 minutes were spent to teach Parts of speech in the classroom using chalk and talk method. The students listened very attentively and the class was really interactive. Questions were asked intermittently. Some students answered and few of them blinked as usual. In the end of the class assessment test was conducted. The questions were of objective types like identify the underlined word and state which part of speech, fill in the blanks with an appropriate noun or pronoun, match the adjectives to which they qualify and write in a sentence using any verb given below. The students took the test seriously. The class was over by an hour. The papers were evaluated later and it was found out of 50 students, 10 students scored above 90%, 20 students scored from 60% to 80%. 10 students scored from 50 to 60. The other 10 students got less than 50%.

The flipped classroom was conducted through Google Class to around 100 students at a time. The students were assigned to complete the task within a day. The assessment questions were shared in a drive along with the flipped video. The evaluation was done in the Google Class automatically without any error. The result was astounding. Not a single students scored below 50 marks. 60 students scored more than 80 marks. 30 students scored between 60 to 80 and the remaining students scored between 50 and 60.

The Impact of Flipped Video

The result clearly shows that the innovative teaching using flipped video is far reaching. It is easily accessible to the students. They can listen in their own comfort zone of time and environment. The evaluation could be done promptly as Google Class helps with answer key options. It also encourages self-learning. Students take the lesson with their own interest as they needn't worry about being monitored. They learn to make their own schedule and plan

accordingly. Flipped classroom teaching has boosted confidence of the students that they are able to learn independently. Jaisankar said “English language acquisition for second language learners could be made easy through technology.” It would be easy to learn English using technology and flipped classroom teaching is useful for the online courses. Students from any corner of the world can listen and submit assignments. It allows self-paced learning as students can choose the time period they want from the given deadline. The students can learn any topic in depth as materials are prepared and shared with them previously. They are also better prepared for the assessment, assignment and the end semester exams. The parents also will have access to their wards’ learning as they can easily monitor them at home.

It is also not totally free from limitations. Students can get ready made material and upload easily as they are not physically monitored like the traditional classroom teaching. Secondly students have to listen at a stretch and not able to clear any doubt while listening. It also misses the interactive and drilling sessions.

Though there are a few limitation, the flipped videos have changed the pedagogy of English Language Teaching among the L2 learners. Most of the boring lengthy language classes are substituted with the five minutes videos making the students to attend the classes enthusiastically.

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