



The Effect of Flipped Classroom Model on Students' Classroom Engagement and Writing skills among Students of English as a Foreign Language

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1. INTRODUCTION

Today, learning is considered a challenge that must be faced simultaneously in different aspects. One of the basic solutions to reduce the challenges of learning and teaching is to use appropriate, useful, and relevant teaching methods, which require the use and application of similar theoretical foundations (Johnson *et al.*, 2014) and new innovations in teaching and learning in general. Learning is no longer limited and confined to the classroom and new improvements in technologies play a very important role in optimizing learning in and out of the classroom situations through media and social networks and have challenged traditional teaching methods. English language professionals today need to consider meaningful learner participation inside and outside the classroom situations to achieve more learning results and outcomes by creating a more learner-centered environment (Brown, 2014).

In order to create a suitable and student-centered educational environment, learning innovation approaches can be used with the help and use of technology opportunities. In the twenty-first century, advanced technology is the main driving force that brings new challenges and opportunities as well as paradigm shifts to our society (Khan, 2012; Pacansky-Brock, 2013; Vibulphol, 2015). This technology can be used and implemented not only to support classroom activities but also in extracurricular activities as a useful tool to gain knowledge anywhere in the world possible (Sakulprasertsri, 2017). In fact, by providing more space and more time with the help and application of technology in the learning and teaching process, contemporary skills will be provided to students and by providing a real reform in education, the education system will have an opportunity to improve. (Overmyer, 2014; Ayçiçek & Yelken, 2018).

Due to the entry of technologies into the field of education, today an approach has been proposed in education that, while benefiting from the benefits of technology-based education, also benefits from the unique advantages of traditional and face-to-face education. This approach, which is in fact a combination of face-to-

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face education with an education accompanied by electronic types of equipment at a time and place beyond the classroom, is called blended education/learning, or blended learning. The Flipped Classroom Model is a special blended learning model that helps educators optimize class time to encourage effective communication. The flipped classroom method was first proposed in 2000 by Baker (Strayer, 2012, quoted by Abdi, 2019).

According to Bishop & Verleger (2013), the reverse classroom is a student-centered learning method that consists of two parts: interactive learning activities during the lesson and individual-based computer-based extracurricular teaching. In summary, the use of the flipped classroom approach enhances learners' understanding of the importance of pre-classroom activities and reinforcing them in the classroom (Rotellar & Cain, 2016) Making better use of classroom time (Wallace, 2013; O'Flaherty & Phillips, 2015), accepting responsibility for learning by students, helping learning to the master level (Helgeson, 2015; Fautch, 2015, Sweet, 2014, quoted by Kaviani et al., 2016) encouraging learners to engage or cooperate among them (Clark, 2015; McLean et al, 2016), Increasing and facilitating deep learning (Love et al., 2016), helping learners understand their learning styles and performances (Wallace, 2013) reducing stress (Marlowe, 2012) increasing innovation, task orientation, and metacognitive skills in students (Streyer, 2012). According to studies conducted with the flipped classroom approach in other areas, in the field of English language teaching, there are limited experimental studies available.

This approach has become very popular in educational circles, but few teachers seem to have accepted the idea to conduct empirical studies on the subject. Therefore, the purpose of this study is to determine the effect of the flipped classroom model as a combined approach in education on academic engagement (participation) and improve students' writing skills in English language teaching. Therefore, this study specifically determined to answer the following questions:

1. Does flipped classroom teaching significantly improve students' writing skills?
2. Does flipped classroom teaching significantly improve students' classroom participation?

2. MATERIALS AND METHOD

This study used a quasi-experimental pretest-posttest design with a control group. The research was conducted on 36 English language students of the University of Kurdistan who had been selected based on convenient sampling. The flipped classroom model was implemented for the experimental group (18 students), and the traditional method of teaching writing skills was used for the control group consisting of 18 students. The research was conducted in the advanced writing class for eight weeks in the first semester of the 2018-2019 academic year. Data collection tools included:

1. Rio Academic Engagement Questionnaire which consisted of 17 items answered based on Likert scale from totally agree to totally disagree.
2. A researcher-made writing skills test designed based on the Ministry of Science, Research, and Technology of Iran curriculum implemented through pre-posttest.

3. RESULTS AND DISCUSSION

The results of the analysis of covariance and repeated measures showed that flipped classroom teaching has a significant effect on the writing skills of the students and

the experimental group outperformed the control group in their achievements of writing skills. The results of the second analysis of the covariance also showed that there is a significant difference between the level of participation and academic participation of students in the flipped classroom method compared to that of those students taught through the traditional method of teaching writing.

4. CONCLUSION

The purpose of this study was to investigate the effect of flipped classroom teaching on improving writing skills and academic engagement (participation) of English language students. The results showed that flipped class teaching has a significant effect on improving the writing skills of the students. The results also showed that there is a significant difference between the level of academic participation of students participating in the flipped class method compared to that of the traditional method. Therefore, using flipped classroom learning in writing classes can be considered as an effective method in teaching to improve writing skills and increase the class participation of students of English as a foreign language. Consequently, teachers are encouraged to use the flipped classroom model to strengthen language skills and learners' participation in the classroom especially in writing skills in which most of the learners of English as a foreign language have problems and they are seeking new and effective ways of learning writing more successfully.

Keyword: Academic Engagement; English Language; Flipped Classroom Model; Writing Skills