

Teaching Poetry through Flipped Classroom – An Experiment

Dr.R.Jeyanthi

Assistant Professor, School of Education, VISTAS (Vels Institute of Science, Technology & Advanced Studies), Pallavaram, Chennai,

ABSTRACT

This paper discusses about the features and necessity of flipped classroom in today's generation where technology has incredibly advanced. The key features explaining how flipped classroom are more beneficial than the existing traditional classroom is discussed in detail and how it can affect the students are clearly mentioned in this paper. Related literature reviews concerning both Indian and foreign views have been referred and analyzed on how flipped classroom is being perceived. An experimental study on teaching poetry through Flipped classroom was conducted among integrated B.Ed students and the significance of the study has been discussed beforehand on how it is necessary for analyzing the effects of a flipped classroom. The teaching of poetry is chosen because it demands comprehension, appreciation, imagination and creation from the part of the learners. The flipped class module prepared and given treatment for four days. Before and after adopted flipped classroom, the pre-test and post-test were conducted. The achievement test included 20 multiple choice question based on the selected poetry "O captain! My captain!". The analysis was done for an experimental group of 39 B.Ed students. The investigation concludes its findings from the analysis at the end and put forwards other recommendations and suggestions to improvise experiments that prove flipped classroom are much beneficial.

KEYWORDS: *flipped classroom, integrated B.Ed, Students, technology*

INTRODUCTION

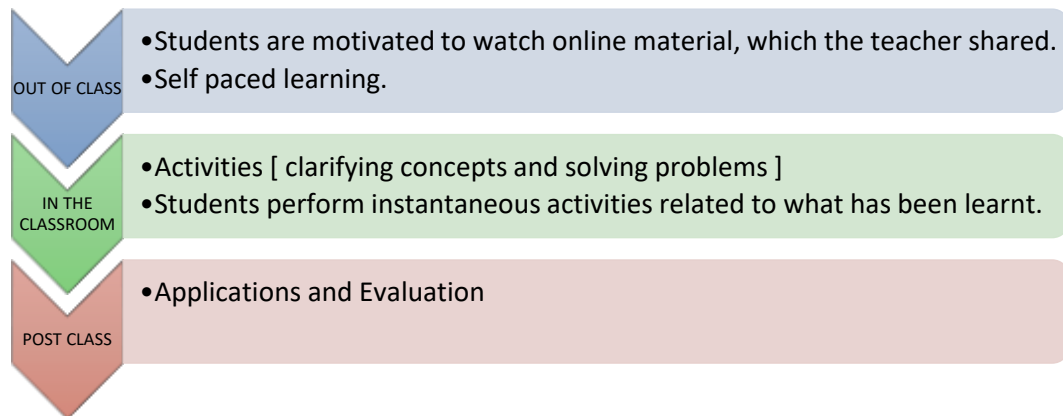
The immense growth of information and communication technologies can help in facilitating the teachers to find out an appropriate strategy to teach poetry. It also inquires and investigates the role of technology inside and outside the classroom environment. The learning module developed will thereby check its efficacy after its administration to the learners.

The twenty first generation students engage with modern gadget and social media. On their terms the teaching methods should knit with the technology. The traditional way of teaching

concentrates only on teaching and testing. The modern teaching enhanced with technology would give more weightage to the teaching learning process.

FLIPPED CLASSROOM

A **flipped classroom** is an teaching strategy and a type of mixed learning that reverses the conventional learning method by delivering the subject related content, often online, outside of the classroom. (Zainuddin and Halili, 2017). Implementing flipped learning allows the students to spend more time supporting higher-level learning tasks such as a group discussion, while lower-level tasks such as knowledge and comprehension are completed independently outside the class.

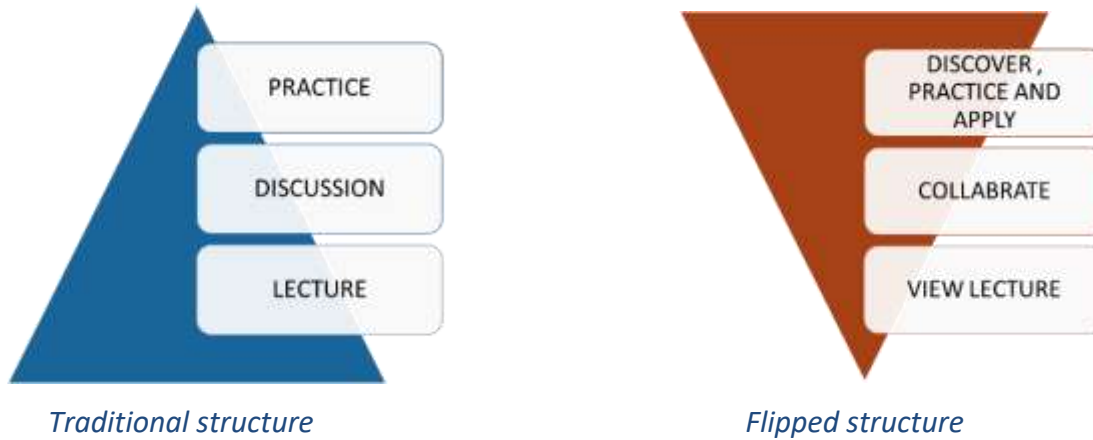


The flipped classroom learning process is divided into two phases which are learning in the classroom and learning outside the classroom. The first learning phase is a self-paced learning, where teachers provide assignments for students to read about what will be studied in the next lesson. Hence, during the flipped classroom second phase session, the teachers could allocate more time and provide more opportunities for their students. The post class activity not included the phase, is differ the individual self-evaluation. Interactions between students and teachers could be improved. Therefore, the teachers would find it easier to identify any students 'level of understanding.

TRADITIONAL LECTURE vs FLIPPED CLASROOM

A flipped classroom is more demanding than the traditional one. Teachers need to identify the individual learning needs of students, making sure they all use the class time engaged with the learning process. Flipped learning is a constructive development in the methods and practices of

teaching. A flipped classroom is unlike the conventional learning format wherein a pupil receives information through classroom lectures, and then applies that knowledge to assigned work at home.



In a flipped classroom, rather, students assimilate content via videos, audio, text, and interactive media at home. Then learners apply that learning in class, in collaboration with peers, and assisted by the teacher. Traditionally, students have received information through lectures in a classroom. While that works for many, it doesn't engage others, and assimilation of knowledge and exam performance have suffered. In a flipped classroom, class time is mainly for understanding and applying knowledge and concepts via discussions, joint exercises, projects and quizzes.

OBJECTIVES OF THE STUDY

1. To find out the effectiveness of flipped classroom in teaching poetry.
2. To identify the difference between pre-test and post-test scores of the integrated B.Ed. students before and after adopting flipped classroom.

HYPOTHESES OF THIS STUDY

1. It is possible to teach the poetry through flipped classroom and can measure the effectiveness.
2. There exists significant difference between pre-test and post-test scores of integrated B.Ed. students before and after adopting flipped classroom.

METHODOLOGY OF THIS STUDY

The method adopted for the study is the one way one group Quasi Experimental Method, as it is the most appropriate method for attaining the objectives of the study. The design is selected one group pre-test, post-test design. There is no control group in this study. Pre-test and post were administrated before and after adopting the flipped classroom.

VARIABLE OF THE STUDY

'**Flipped classroom**' is the independent variable and '**Achievement test**' is the dependent variable.

SAMPLES OF THE STUDY

The present investigation was carried out in Vels institute of Science Technology and Advanced Studies, Kancheepuram district. In the School of education, integrated B.Ed students were selected. All the 39 students in first year only considered as experimental group.

TOOL USED IN THIS STUDY

The test contained all the aspects of the poem "O captain! My captain! by Walt Whitman, author information and critical analysis. Question of objective type nature were framed without omitting any stanza. The questions were prepared to suit the level of first year students in integrated B.Ed. All the multiple-choice questions have been framed with four alternatives. The personal and institution schedule have been constructed by the investigator.

TESTING HYPOTHESES AND FINDINGS

- **Testing hypothesis 1: *It is possible to facilitate the integrated B.Ed. students with flipped classroom teaching***

Based on the objectives1, through various pre-done research reviews and by carefully validated flipped classroom module, through email and WhatsApp the content shared to the students are the evidence to support the **hypothesis1**.

- **Testing hypothesis 2: *It is possible to teach the poetry through flipped classroom and can measure the effectiveness***

The following table is showing Pre-test and Post-test scores of achievement test in poetry

S.No	Pre-test	Post-test	Difference	S.No	Pre-test	Post-test	Difference
1	5	14	9	21	4	16	12
2	11	15	4	22	11	15	4
3	9	15	6	23	7	16	9
4	8	17	9	24	8	14	6
5	10	16	6	25	10	16	6
6	7	15	8	26	7	16	9
7	10	16	6	27	7	15	8
8	6	16	10	28	7	15	8
9	8	18	10	29	14	14	0
10	6	16	10	30	13	15	2
11	9	15	6	31	4	16	12
12	11	15	4	32	7	14	7
13	6	16	10	33	2	15	13
14	7	14	7	34	12	16	4
15	14	16	2	35	6	15	9
16	8	16	8	36	12	16	4
17	7	14	7	37	11	15	4
18	8	15	7	38	6	15	9
19	7	16	9	39	5	14	9
AVERAGE					8.1	15.3	7.1

The above table is the evident of pre-test and post- test scores of the integrated B.Ed students have remarkable difference. The pre- test score average is 8.1and the post test score average is 15.3. The difference of the two tests, that is gained score average is **7.1**. This shows that the stated hypothesis "*It is possible to teach the poetry through flipped classroom and can measure the effectiveness*" *is accepted.*

RECOMMENDATIONS OF THE STUDY

- For implement flipped classroom method, computer-based activities should be integrated into the curriculum.
- The issue of dropouts in a course can be reduced if students can use flipped classroom systems flexibly.
- Learners should be encouraged to explore computer-based activities on their own.
- Software developers should join hands with English teachers and create new platforms for learning and teaching.
- The teachers can also aim at creating a virtual classroom environment and reach out to more students who require aid.
- Online courses should be introduced so that there will be zero lecturing in the teaching. Instead of lecturing, interactive communication, in class activity, discussion about the topics should be encouraged.
- Student-centric, pre-test and post-test, more support and resources should be provided. Pre-test and post-test positions need to be recorded by teachers to motivate students.
- Pre-test as well as post-test given performance of students can be used for remedial and corrective measures.
- One day per week should be allotted to design flipped class materials. Teachers should keep one day every week reserved for this specific task. This day will be utilized in preparing the teaching and testing materials by teachers.

CONCLUSION

In this research, the researcher has tried to address some interesting technologies used for teaching English poetry. The researcher's intension here has been to encourage teachers to use emerging technologies and also tried to find out what extent teachers and students could use them more effectively. Further, the researcher has focused on teaching poetry through flipped classroom method. The research has been carried out investigation on integrated B.Ed students(I year),school of education VISTAS, Chennai, Tamil Nadu, before and after adopting flipped classroom method. The present study shows that teaching poetry through flipped classroom method is highly effective. The post test scores were the evidence, the flipped classroom removed all the barriers in personal and institutional differences.

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