DEVELOPING ESL LITERACY THROUGH FLIPPED CLASSROOM: AN EXPERIMENTAL STUDY

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Developing ESL Literacy through Flipped Classroom:
An Experimental Study

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Developing ESL Literacy through Flipped Classroom: An Experimental Study** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

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ABSTRACT

Title: Developing ESL Literacy through Flipped Classroom: An Experimental Study

The aim of this study is to explore the effect of flipped classroom on ESL literacy of undergraduate students in Pakistani universities. The study further aims at finding out the students' evaluation of different aspects of the flipped learning design for developing their literacy skills. The operational framework applied to measure the effects of flipped classroom on students' literacy skills is based on the theory of constructivism including Bruner's active learning theory and Vygotsky's social interactionist view. The researcher has employed within-subject experimental design to investigate the effect of flipped classroom on developing ESL literacy skills of the learners. The data for the study includes the score of the learners' writing tasks; the learners' feedback on their experience of flipped classroom; and the researcher's observations recorded in the reflective journal. The learners' feedback on their experience of flipped classroom has been taken through a questionnaire to evaluate their experience of flipped learning and to figure out the best strategies for managing a flipped classroom in Pakistan. The results of the study indicate that there is a noticeable difference in students' individual score in the writing tasks as well as difference in the mean scores of the task 1 (taken in the beginning of the course) and task 5 (the final task) is also statistically significant. The results of the learners' feedback forms show that students positively perceive the use of the flipped classroom as a great resource of learning that helped them improve their writing skills in an interactive and collaborative environment. Recommendations for the ESL practitioners have been made by taking learners responses on how they can be facilitated to benefit more from the flipped classroom.

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LIST OF ABBREVIATIONS

CLT	Communicative language Teaching
ESL	English as a Second Language
MKO	More Knowledgeable Other
TBLT	Task Based language Teaching
ZPD	Zone of Proximal Development

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DEDICATION

This thesis is dedicated to my husband, Asad Ali, for his care, love, endless support and encouragement. He always inspires and encourages me for my professional development.

CHAPTER 1

INTRODUCTION

Flipped classroom as an emerging trend in the field of education has been extensively applied and explored by many researchers and education practitioners at different levels of education in different countries for teaching a range of subjects. Following the trend, the current study aims at implementing flipped classroom to develop ESL literacy of Pakistani learners and to evaluate its success in Pakistani context. The current study is an endeavour to explore the effectiveness of flipped classroom for developing ESL literacy skills. The experimental research method is used to explore and reflect on the use of flipped classroom to assist learners in developing their ESL literacy skills. The conclusions drawn on the study, feedback of the participants and the researcher's reflective notes will guide the other teachers of the field to apply technology in teaching English language.

Flipped classroom is an important element of blended learning. In the recent years, because of the rapid development in the field of technology, many gadgets like computers, tablets, mobile phone and internet etc. are integrated in educational settings for teaching and learning purposes. The integration of face-to-face teaching with online tasks and activities is a dimension of blended learning. The advantage of integrating technology and online learning with the face-to-face learning is twofold: it not only makes the teaching and learning environment more engaging and more conducive, but it also makes the learners more active and more autonomous. As in this mode of teaching the learners are exposed to the online resources for learning and are given online tasks and activities to complete independently, it gives them motivation to explore more and to learn more that makes them autonomous learners and good researchers.

Flipped classroom is considered a modern pedagogical design that got popularity in 21st century. This pedagogical approach was introduced by Jonathan Bergmann and Aaron Sams in 2000, however, according to Turan and Cimen (2020), it drew the attention of the researchers and the teachers as researchers after 2014 after Bergmaan and Sams published their research on flipped classroom in form of a book in 2012. Bergmaan and Sams (2012) in their book, *Flip Your Classroom: Reach every student in every class every day,* have provided a complete guideline about flipping a

classroom through complete flipped models to foster self-directed and personalized learning that can be easily adapted in any class. In this book the writers have shared their personal experiences of flipping their classrooms and have explained in detail the role of teacher and the type of activities performed by the students inside the classroom and the tasks they have to complete before coming to the face-to-face classroom. It helps the teachers to plan how they can flip their class according to the subject they teach. The interest of the researchers in flipped classroom has increased with advancement of technology in the last few years as the teachers and learners have access to many new technological resources to acquire knowledge and to facilitate learning. However, the COVID-19 situations have also added to the popularity of flipped learning, for the past two to three years, as during the pandemic period there was less number of face-to-face classes, and the students were engaged through online teaching.

Flipped classroom is defined as an educational process in which the tasks and activities which are traditionally done in class are done at home, and something that is traditionally done as homework is completed in class (Bergmaan & Sams, 2012). Flipped classroom is also known as inverted classroom because this is a learning design in which, through the use of technology, lectures are provided to the learners to watch at home outside the class to develop the basic understanding of the content and concepts and the concepts are practiced inside the class by the learners through learning activities in which they apply their knowledge developed through video lectures (Strayer, 2012). The idea of the flipped classroom is that the activities like listening to the teacher's lecture, reading course materials or texts and preparing for the lab or practical work etc. that are usually done in the class, and are usually led and controlled by the teacher, in traditional settings are now done at home by the learners themselves, independently. And, more challenging and problem solving activities in which the learners have to apply their knowledge are now done in the classroom under the guidance of the teacher and in collaboration with the other learners. The major advantage of the flipped classroom is that the learners get more time inside the class to apply their knowledge, to practice their skills and to do practical activities. It also provides the learners with the opportunity to work at their own pace and time.

Flipped classroom is not just a shift of class activities and home tasks; rather the whole pedagogical design is inverted in the flipped learning design. The

responsibility shifts from the teacher to the learner. As, in traditional classroom the teacher is responsible to prepare the lectures and to explain the concepts to the learners within the class time, but in a flipped classroom the learner takes the responsibility to learn, by watching video lectures and reading the materials to understand the basic concepts at home before coming to the class. Using the flipped classroom strategy, besides the online video lectures, the face-to-face class interaction is also made learner centred. The teacher in a flipped classroom does not explicate the concepts through lectures, he, rather, just answers to the learners' questions and plans and manages group discussions and such activities for the learners in which they could apply the concepts that they have learnt at home through video lectures and reading materials. It helps the learners to work independently and to develop their cognition by applying their knowledge under the supervision of the teacher. Within a flipped classroom the role of the teacher and learner is also reversed. The teacher in a flipped classroom does not transmit the knowledge to the learners rather he facilitates learning by providing appropriate video lectures and reading materials; by planning and managing practical activities for the learners to do inside the class; by monitoring their group discussions and their work; and by providing them guidance. The learner, in a flipped classroom has a pivotal role, as he does not just receive the knowledge and information from the teacher passively, rather he takes the responsibility of his own learning by watching video lectures, by reading the materials, by making research on the topic to learn it better, and by actively participating in the practical activities. In a flipped classroom, it's not the teacher who transmits the knowledge rather it's the learners who construct their knowledge with assistance of the teacher.

A flipped classroom is more learner-centred than teacher-centred, as learning is not limited to the teacher's lecture only; rather, learners get more time to practice their skills and to do problem solving activities. Learners have become the center of learning because of the shift in the teacher's role, as now teacher is not the only source of information and knowledge. Teacher is a facilitator and a manager, who shares the source of information like lecture videos and reading materials with the students online that they can watch and read at home independently and at their own pace and time. Inside the class it is majorly the learners who have a more active role when they are engaged in collaborative work like discussions and group work; and practical activities like laboratory work. Learners have the freedom to choose their

own materials related to the topic that best suit to their learning styles and they can use them for learning any time that is convenient for them before coming to the class. Flipped learning design not only develops the comprehension skills and understanding of the learners, it also develops their research skills. It makes the learners less dependent on the teacher and makes them more autonomous learners.

Flipped classroom has been experimented by the natural sciences and social sciences teachers and researchers for almost a decade but in the recent years it has gained popularity among language teachers as well. Flipped classroom is linked to Communicative language Teaching (CLT), and Task Based language Teaching (TBLT) as we can find many strands of CLT and TBLT practically applied in the flipped classroom. CLT and TBLT involve processes such as active student interaction for collaborative learning; active participation of the learners in class activities; contribution of learners' personal experiences to learn language instead of relying on the teacher's lecture only; and using already familiar language structures in new context to develop fluency(Richards, 2006). All these processes of CLT and TBLT are reaction of the traditional language teaching approaches where accuracy of grammatical structures was given prime importance and teachers used to teach grammar to the learners in a controlled environment of the class through lecture method and learners used to memorize them through drill practice or by imitating the teacher; the learners were not given the opportunity to perform language tasks like role-play, interviewing, report writing and story writing etc. in which they could create new structures, with the fear that they will make errors that will become permanent part of their language (Richards, 2006). These processes of CLT and TBLT and their contrast to the traditional language teaching approaches connect CLT and TBLT with flipped classroom. Along with the teaching processes, the role of learner as an active participant in learning and the role of teacher as a facilitator, as a manager, and as a monitor is also a shared feature of CLT, TBLT and flipped classroom.

TBLT and CLT are considered to be the most modern, the most effective, and the most commonly employed teaching methodologies in English as a second language (ESL) teaching (Lee & Wallace, 2018) that is why flipped classroom can also be a suitable learning design for ESL context. Flipped classroom like CLT and TBLT gives learners opportunities to experiment the target language structures inside

the class through real communication with the teacher and the other members of the class. In ESL teaching context, English language classroom is the only platform where learners get exposure to the English language structures, as English is not spoken in non-academic contexts in their countries. The learners of English in ESL contexts, thus, expect to get maximum opportunities to practice their English language skills within the class. But, unfortunately, in a traditional classroom setting the English language teachers explain the grammatical rules and structures of the practice activities like dialogue writing, interviewing, report writing, telling direction etc. inside the class and actual tasks are assigned to the learners as homework. As a result the language tasks that require interaction among students and can be performed better through group discussions with the guidance of the teacher, are performed individually by the learners at home, so the learners are less productive and cannot learn language effectively. On the other hand, in a flipped classroom design for language teaching, particularly the second language teaching, the learners are provided with the video lectures and reading materials, in which the basic rules of grammar, commonly used language structures and structures, and formats of the activities such as mentioned above, are explained along with the examples. The learners are supposed to watch those videos and read those materials at home and to complete some short tests or tasks to check their understanding before coming to the class and the classroom time can be applied to more interactive tasks (Basal, 2015). If the students have any confusion about any grammatical rule, any difficulty regarding the materials, or any question regarding the language structures or the samples for activities shared with them to be covered before the class, they can discuss it with the teacher in the beginning of the class, then they are assigned an interactive task where they interact with their fellow students to practice useful language structures e.g. interviewing each other, developing a dialogue, discussing the book or article of which they have to write a review, discussing a topic and sharing their ideas with each other to gather points to write an essay, or discussing a plot for a story, this is usually known as group discussion. The purpose of group discussion is not only to further clarify the concepts for better recognition, as some members of the group may have a better understanding of the idea, but also to engage students in interaction so that they could use the second language to express themselves and could develop more useful language structures. Then the students are asked to complete the tasks individually, it

not only helps them to develop their own writing style, but also gives them the confidence to be the independent learners.

Literacy has been defined differently at different levels by different people and different international organizations. A very simple definition of literacy is one's ability to read and write in any language. But, when we define literacy at a more advanced level then literacy is not simply the ability to recognize and to be able to pronounce the words written in books and to be able to reproduce those words and phrases in form of writing, rather, literacy is a complete process that develops critical thinking among learners by expanding their knowledge of reading and writing. The objectives of developing literacy can vary depending on the various contexts and by relating it to different factors. Some people have studied literacy as an ability to read and write, some have considered it "the ability to understand and employ printed information in daily activities at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential" (Statistica Canada and OECD, 2005), p. 280), and some others have related it with economic progress and prosperity. Edwards and Potts (2008) have used metaphor analysis to represent different aspects of literacy: the first aspect of the literacy according to them is literacy as skill, where developing the skills of reading, writing, analyzing and synthesizing is the focus of literacy. The second aspect of literacy that they have discussed is the literacy as employment, where literacy is used as a tool to achieve educational and economic goals. Literacy as competence is the third aspect of literacy that is linked to the achievement of levels of education starting from primary to advanced level. The last aspect covered by them is literacy as morbidity that means underachievement in literacy will lead to poor social behaviours and lack of well-being. Literacy is considered to be a "meaning making process" by Wrigley and Guth, (1992, p. 10), they uphold the idea that literacy has shifted from a focus on skills to a focus on meaning. When explaining literacy as a meaning making process they maintain that written language carries meaning and these meanings are associated with the thoughts and ideas that are developed through reading. The same idea is reiterated by OECD (2006), when defining literacy as 'not merely an ability to read and write rather it is an ability to understand, evaluate, use, and engage with written text to develop knowledge and to participate effectively in society.' In a nutshell, literacy is one's ability to comprehend and interpret meaning from written material by

evaluating and analyzing it through the lens of his previous experiences and learning that helps him to construct new ideas and knowledge that he shares and expresses through writing. Literacy is fundamental for knowledge construction, for educational achievement and for understanding oneself and the world.

When we talk about English as a second language (ESL), it is considered to be critical for second language learners' academic success as in ESL countries it is more significant in academic contexts and official settings instead of its social language use in their day to day settings (Early, 1990). ESL countries or countries in which English is used as a second language, usually, have their own first language (L1) as a national lingua franca that is used by the native speakers of that country for their day to day communication. They use English only for academic and employment purposes or for official correspondence and documentation. They do so because in their country the medium of instruction in educational institutions, particularly in institutions for higher education like colleges and universities, is English, and most of the times English is also the official language of their country, so communication in academic and official settings has to take place in English. Communication in such formal settings can be oral communication between teacher and student, between student and student, between employer and the employee, between higher authorities and the subordinates etc. but most of the time communication in such settings takes place in writing. In academic settings, the reading materials and books that the learners use to study different subjects are in English, lectures through which the concepts are explained are delivered in English and the learners have to write their assignments, research project reports and exam papers in English. This is required not only for the course in which English Grammar or English language skills are developed, rather it is a requirement for every subject that they study to complete their degree. For effective and proficient written communication it is important to develop English language literacy skills of learners particularly university students of ESL countries.

ESL learners are widely referred to as the learners of English who have their own first language (L1) and they are learning English as a second language (L2) and ESL literacy learners are the people who face the challenge of learning literacy concepts in a language (English) other than their mother tongue(Canadian Language Benchmarks, 2015) or the ones who "do not speak, understand, read and write in English as fluently or as accurately as they need to" (Mollins, 2021) . Still, the

notion of ESL literacy is difficult to explain as there is no common or complete understanding and definition of ESL literacy available (Folinsbee, 2007). However, there is some consensus that ESL literacy learners tend to be the learners (usually adult learners enrolled in ESL literacy programs in English native countries) who want to learn English and need to develop their reading and writing skills (Wrigley & Guth, 1992). However, in the context of ESL countries, ESL literacy learners are the students enrolled not in the ESL literacy programs, but the students enrolled in the academic institutions, who are learning English in the academic settings because along with learning English they are also developing their literacy skills in English to support their comprehension and learning in the other subjects as well.

Teachers and researchers can find varied views in research about the learning needs and teaching strategies applied for developing ESL literacy. As outlined in the (Canadian Language Benchmarks, 2015), ESL literacy learners are working on both language and literacy at the same time so they need considerable support, instruction, and guided practice in acquiring and applying literacy skills and strategies. On the other hand, (Wrigley & Guth, 1992), present a contrastive view claiming that ESL literacy learners are not "empty vessels to be filled with knowledge" (p.11) rather they can construct their own knowledge so they can be involved in complex tasks such as writing a story or analyzing a text about social issues that concern them, and doing research. The Centre for Canadian Language Benchmarks (2000), also, emphasizes that both content and skills should be developed in the classroom as ESL Literacy learners prefer "experiential" learning (as cited in (Flagg, 2008).

Since no common definition of ESL literacy has been advanced, so individual programs and researchers have the freedom to articulate their own views as to the nature of ESL literacy depending on the goals of ESL literacy and the context in which ESL literacy is to be developed (Wrigley & Guth, 1992). Keeping this in view, in the current study literacy would be studied as a subset of English i.e. 'literacy as a skill' (Edwards & Potts, 2008) because this study is focused on developing the English literacy skills of the learners through an English language course. In this study the actual focus is on developing English literacy skills, particularly developing understanding and comprehension of learners through reading, and assessing the ability to analyse and evaluate the text through writing. Developing English language literacy in ESL countries is the primary agenda of many welfare organizations of the

native English speaking countries working in the field of education in the developing countries. The countries like Pakistan where English is the second language as it enjoys the status of official language and the language of education along with Urdu (first language), developing ESL literacy is very significant to promote quality education and research in different fields, and to participate in economic development. Developing English language literacy means developing the ability of learners to read and write in English in such a way that not only they could communicate successfully, but also they are able to comprehend, apply, analyze and evaluate information received in English through different media. Besides, they are able to use English language for creative and persuasive purposes.

In ESL countries like Pakistan, when the graduates compete in the job market they are required to be competent in their field as well as literate and proficient in English language. Keeping in view the fact, when the curriculum for higher education is developed English language courses are considered core for every discipline. The objective behind this is to develop the university students' English language skills to assist them in their academic career, as the medium of instruction is English, and to fulfill the requirement of the job market. The content of such courses is aimed at not only providing the basic knowledge of English language but also to develop English language skills of the university students to enhance their ESL literacy. And, as discussed earlier this ESL literacy is fundamental to their learning and principal to accomplishing competence in all the subjects they study to complete their degree.

1.1 Problem Statement

In the context of Pakistani learners, English is a second language for them that they learn in formal classroom settings in educational institutions. The learners usually do not have any exposure to English at homes and in their day to day life. They get this exposure either on internet or in the English language classrooms. In Pakistan, like many other ESL countries, the medium of instruction at undergraduate and postgraduate level is English, but the literacy skills of learners in English language are critically poor that greatly affects the learners' performance not only in English language courses but also in the other subjects. One of the major reasons that lead to this problem is that these skills are highly ignored by the teachers in the classrooms, as most of the classrooms are teacher-centred and lecture-based. The

teachers teaching English language courses in a traditional Pakistani classroom setting usually lecture their students about the conventions of English grammar, about what the language skills are, and how they can be improved, instead of making them practice their language skills within the classroom. If the teachers provide their learners with some opportunity to practice their language skills that is only through a limited set of teacher led practice exercises at the end of the lecture. The learners are not provided ample time and space to read the materials, to demonstrate their understanding of the materials, and to express their ideas autonomously. So, the learners just passively receive the information about different reading texts and about different type of writings. At undergraduate level, the learners are given some written assignments to complete at home, without any guidance from the teacher and without any peer support. As a result, learners either plagiarize the assignments or perform poorly in the given task. In the current age of technology and internet, the teachers have the opportunity to manage their English language instruction in a more interesting and more effective manner by integrating technology into learning and by applying blended learning approach. Interestingly, learners in the current age are, also, more technology savvy. Particularly, at the age of university they are not only very active on social media, but they can also consult and use many online resources better than their teachers, that shows that they have the ability to manage their learning more autonomously. The ESL teachers can turn their English classrooms into flipped classrooms, in which they assign the common classroom activities, like reading and listening to the lectures, to their learners as home work through Google classroom or any other social media forum, and can make them do writing tasks inside the classroom under the supervision and guidance of the teacher. In this way technology becomes an aid for developing writing skills of the learners instead of becoming a barrier. The current study has been designed to explore the use of flipped classroom approach to develop ESL literacy skills of the learners and to evaluate its effectiveness in Pakistani context.

1.2 Research Objectives

The objectives of the current study are:

i. To evaluate the effects of flipped classroom on ESL literacy skills of the undergraduate learners in Pakistan

ii.   To collect learners feedback about the flipped classroom for making recommendations for the future practitioners and researchers.

iii.   To figure out the best possible strategies for managing a flipped learning design in a Pakistani classroom

1.3 Research Questions

The current study is aimed at answering the following research questions:

i.   How does the flipped classroom affect the Pakistani undergraduate learners' ESL literacy skills?

ii.   How do the Pakistani undergraduate learners evaluate their experience of learning ESL literacy skills through flipped classroom?

iii.   How can a teacher further enhance the flipped classroom learning experience of Pakistani ESL students?

1.4 Theoretical Framework

Flipped classroom is a pedagogy based on the theory of constructivism. To understand how flipped learning is related to constructivism first we need to look at the elements and principles of constructivism. Constructivism is a post-modernist approach in education and its principles are also based on the modern and latest trends in pedagogy and education. The basic principle of constructivism is that knowledge is constructed. Constructivists believe that knowledge is not transmitted to the learners it is rather constructed by the learners themselves. It presents a contrastive view of learning than that of the traditional classroom. Traditional classroom is a teacher-centred classroom in which teacher is the ultimate source of knowledge who transmits knowledge to the learners and learners have a passive role in the class, they just listen to the teacher's lecture and reproduce the information provided by the teacher. In contrast, constructivist view of a classroom is learner-centred classroom, which takes 'learner as an active agent in the process of knowledge acquisition' (Brada, 2015). In a learner-centred classroom, learners not only work individually for idiosyncratic knowledge development, rather they, also, interact with teachers and other learners and work in collaboration with them for some problem solving activities. But, this collaboration and 'social interaction work merely as stimulus for individual cognitive conflict(Liu & Matthews, 2005).

In the current study two variants of constructivism will be applied to evaluate the efficacy of the flipped classroom for teaching English as a second language: Active learning theory of Jerome Seymour Bruner that gets its basis from the cognitive constructivism of Piaget; and Social interaction theory also known as social constructivism that is derived from the work of Vygotsky.

1.4.1 Active Learning Theory: Active learning is a key element of constructivist theory of education. In constructivism, learning is taken as an active process. Active learning is similar to learning by doing that means learners participate actively in the process of learning and they learn from the activities that they do themselves. They take the responsibility of their own learning and development, instead of just relying on the teacher as an authority on the knowledge. The role of a teacher in the process of learning, in constructivist design of education, is just of a facilitator or a guide. To acquire knowledge, learners actively engage and participate in class activities, reading, writing tasks, discussions and group work like role play, lab work etc. It means that the learners take active part in learning for knowledge acquisition. Learners also construct new knowledge on their previous knowledge and past experiences. Whenever, the learners read about or come to know about a new concept or new information they relate it with their previous knowledge and contextualize it within their environment so they are able to develop a better cognition of the new notion.

1.4.2 Social Interaction Theory: Social interaction theory is also known as social constructivism and is related to Vygotsky and his followers. Social constructivists also believe in the construction of knowledge and idiosyncrasy of learners, however they further propose that the learners do not learn in isolation; they interact with other people like teachers, their peers and family members etc. to develop their understanding. Social interactionist view of constructivism reflects on another important element of constructivism that is collaborative learning. When the learners participate in interactive activities, they learn from each other and develop better understanding of the concepts under study that helps them to retain their knowledge. To construct knowledge, when the learners get engaged in problem solving activities, they use the knowledge that they have already acquired and apply it to solve the problem, but sometimes they find it difficult to do it independently and they need the assistance or guidance of the teacher, another more capable peer, elder

siblings or parents to solve the problem. This gap between the 'actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" is called Zone of Proximal Development (ZPD) (Vygotsky, 1978, p. 86). These more capable peers, teachers, or family members who provide scaffolding to the learners through collaboration are known as More Knowledgeable Others (MKO) in the theory of social constructivism (Vygotsky, 1978).

In ESL teaching context, active learning approaches are considered to be more effective than teacher-centred approaches. ESL practitioners and language instructors also prefer the pedagogical designs like the flipped classroom that are built upon active learning approaches to fulfill the requirements of the new age and the changing trends in the field of language teaching. (Turan & Cimen, 2020)

1.5 Significance of the Study

The present study is a contribution to the field of Applied Linguistics and language teaching. It is also an addition to the research in the flipped classroom. The study will not only guide the future researchers to explore teaching situations in ESL context, but it will also assist the ESL teachers teaching English in countries like Pakistan to build their classroom practices by integrating technology for language teaching. Keeping in view the observations and reflection of the researcher in this study they can make up for the possible challenges before experimenting with the flipped classroom.

This study will also help the education managers and teachers to combat the challenges of managing to achieve the course targets in the situations like COVID-19 when the institutions have to be closed in emergency and there are fewer on-campus classes in an academic year. They can take help from the research design of the current study to engage their learners online synchronously and can help them develop their basic concepts related to the course content. They can also do it asynchronously by sharing video lectures, reading materials, and useful web links with them, when the learners are unable to attend their classes physically. And, when the learners join on-campus classes, the teachers can engage them in more practical

activities and challenging tasks in which they could apply the knowledge that they have acquired through online classes and video lectures, or reading materials.

As the COVID-19 persist and there are many countries in which the restrictions are still there, so the managers of such institutions that are working in this scenario can instantly apply this study to their situations and can evaluate its effects. This study by highlighting the challenges and providing the solutions of the challenges for implementing the flipped classroom will provide them a better idea of how to manage flipped classroom in their situations looking at the feasibility of their students and the information technology infrastructure (IT infrastructure) of their country.

1.6 Delimitations

The research is aimed at experimenting with the flipped classroom technique for developing English language literacy skills of the Pakistani ESL students studying at undergraduate level. However, keeping in view the challenge of taking both the literacy skills i.e. reading and writing equally for experiment and observation, the present research was delimited to develop writing skills of the participants under the direct supervision of the researcher and reading tasks were assigned to the participants to be completed at home, as a prerequisite of the flipped classroom. Improvement in the reading skills of the research participants are inferred from their performance in the writing tasks, as they had to gather the points for writing tasks from the reading materials and the small comprehension activities that they were ought to complete independently before coming to the class.

Usually, in experimental studies in education the subjects of the study are divided into two groups: controlled group; and experimental group, and experiment is carried on the experimental group and then performance of both the groups are compared in pre-test and post-test to evaluate the effects of the variable experimented. In the current study the subjects are not divided into two groups, rather the whole group is taken as a single subject, so the effects of flipped classroom on their literacy skills is observed step by step in five different tasks, following the longitudinal design, with short intervals during the semester, and the level of complexity is increased gradually in those tasks. To evaluate the effects of the techniques used to develop their skills the mean scores of the whole group in all the five tasks have been

compared and analysed for result interpretations, instead of just taking pre-test and post-test.

The subject of the study is selected using the convenient sampling technique, and the research participants are the students of English studies so there is a possibility that the effect of flipped design on their literacy skills may be different from the ones from any other faculty or subject. However, the selection was made of the second semester students and at that level, the English language skills of the students of English studies is not much different from the students of other subjects. Still, future researches can be conducted on the students of other disciplines to validate the results of the study.

CHAPTER 2

LITERATURE REVIEW

Flipped classroom has gained popularity in the recent years and the educators who promote flipped classrooms, claim that in a flipped classroom environment they can develop critical thinking and higher order thinking skills of their learners along with effective communication skills as they can provide them 'more opportunities to engage in active learning because this approach encourages participation in interactive and higher-order activities (Chuang et al., 2018). Flipped classroom is an instructional model based on blended learning which combines e-learning or web based lecture and face-to-face classroom session technique (Hasanah & Arifani, 2018). In a flipped classroom model, digital technologies are used to shift lectures out of the class hours in the form of screen-cast videos recorded by the teacher or web based lectures from some reliable sources to introduce new concepts(Khalil & Fahim, 2016). The students are expected to listen to those lectures and to read some materials, handouts, books etc. related to new concepts or course content at home. Inside the face-to-face classroom sessions the learners discuss the information that they have gathered from those online lectures and reading materials, they can ask questions from the teacher and other learners to further clarify the concept and then they apply that knowledge by performing certain content related individual tasks inside the class under the teacher's supervision.

Flipped classroom is commonly defined as 'the educational process in which classroom activities and homework assignments are reversed' (Solozhenko & Evseeva, 2015, p. 205). But, flipped classroom is not just doing the class work at home and home work in the class; it is actually a complete instructional design that has its own distinguished features and differentiated pedagogy. According to the Flipped Learning Network (FLN) Flipped classroom provides 'individual learning space' and 'dynamic learning environment' in which the learners can 'apply concepts and engage creatively in the subject matter' and the educators and teachers are there to guide the learners (2014). In a flipped classroom learning is not limited to the teacher's lecture only, rather every learner has a freedom to learn according to his own pace, his own learning style and managing his own time at home. The teacher guides them in choosing appropriate and more suitable material for learning,

sometimes the teacher may record lectures and may design practice exercises for the learners to do at home for developing basic understanding of the concepts if no other learning source is available or if the available content is not context/level appropriate. When the learners come to the class, it is expected that they have the basic understanding of the concept so the teachers, instead of lecturing, offer more personalized guidance and interaction to the students, and answer to their questions to further clarify the concept (Nwosisi et al., 2016). Learners are engaged in interactive and collaborative activities and in the practical tasks in which they could contextualize their knowledge, so that they could learn from each other and they could retain their knowledge by applying it in the real life context.

Flipped classroom model is not only about inverting the classroom tasks and home tasks, it is also a role reversal of the teacher and the learners. According to (Nwosisi et al., 2016)'Flipping changes teachers from "sage on the stage" to "guide on the side", allowing them to work with individuals or groups of students'(p. 348). In the flipped learning design the teacher cannot force anyone to learn, the learners have to accept the responsibility of learning themselves, the teacher is there just to facilitate them, guide them and supervise the whole process of learning (Bergmaan & Sams, 2012). As, for instance, the teacher shares a video lecture with the learners to watch at home, and the tasks that the learners have to perform in the face-t-face session are based on the content of the video lecture, and if the learners have not watched that video and have not noted down the important points and inside the classroom they are not participating in the group discussions either, then no learning will happen and knowledge construction will fail. That is why it is said that the burden of learning has traded hands in a flipped learning model of instruction (Bergmaan & Sams, 2012).

2.1 Learning Environment in a Flipped Classroom

FLN (2014) has described the four pillars of a flipped classroom that are considered as standards to evaluate a flipped classroom. These four pillars include: flexible environment; learning culture; intentional content; and professional educator. In a flipped classroom learning environment is quite flexible. The teachers can engage the learners in knowledge construction through different interactional patterns and can use a variety of learning modes. To accommodate a lesson a teacher can also

rearrange the classroom space physically to support peer collaboration, group work or individual work as per requirement. The purpose of doing all the rearrangements is to actively involve the learners in knowledge construction through collaborative learning and practical tasks and activities. Even the learners in a digital collaborative learning environment created through flipped learning strategy, are more eager to ask questions and more keen to discuss them with their peers and the teacher to solve their queries (Kinshuk et al., 2016a).

In a flipped classroom learners work according to their own pace and can use multiple sources of learning that best suit their own learning style. Flipped learning provides them with opportunities to communicate more in class and receive immediate feedback on their performance from the teacher (Hung, 2017).The channel of learning is no more the transmission of knowledge from the teacher, rather learning is more dynamic in a flipped classroom. Learners can choose to learn through collaborative learning or individual learning, by using new technologies and web-based sources, so the classroom culture shifts from traditional teacher-centred environment to the learner centred culture. Thus the engagement level of learners is improved through the active and collaborative learning environment provided by the flipped classroom (Vaughan, 2014). In a flipped classroom the role of the educator is many folds. Depending on the subject matter the teacher decides about the content that the learners have to explore by their own and the activities that they do in the class. Along with organizing the material the teacher has to observe the learners when they are participating in the activities, give them feedback, assess and evaluate their performance, reflect on their own practices, and improve them. Though the role of educator is less prominent in the flipped classroom yet it is very crucial.

2.2 The Importance of Flipped Classroom

Flipped classroom is considered to be a modern learners-centred strategy. In the flipped learning environment learner is the centre of learning and the teacher is flexible about his expectations of student timeline and the assessment of his learning. Instruction, using this strategy, is shifted to learner-centred approach where learners explore the content in more depth and construct their knowledge through participation in different creative and critical activities. Teachers who adopt flipped learning, besides developing the concepts of their learners, provide their learners opportunities

to think critically and creatively. They also give them feedback on their performance and assess their work. However, it is the learner with whom lies the actual responsibility of learning, that's why it is said that in the flipped classroom design, 'the class is centred around the students and not the teacher' (Bergmaan & Sams, 2012). Learner centredness is a broader concept in education, it includes not only the techniques that engage learner in individual and collaborative learning to discover the new notions by themselves, but it also includes the teaching techniques and strategies that are focused on the learners' needs, their learning goals, and their learning styles (Brown, 2000). The Flipped Classroom is a flexible teaching model that makes the teachers to improvise their teaching practices and to diversify the class activities to best suit the individual learning styles, abilities, and needs of their learners that is what makes it a learner-centred model of instruction in true spirit (Machi, 2015).

2.2.1 Learner-Centredness: Researchers and teachers who have applied flipped learning strategies in their classes have concluded that flipped classroom approach helps to produce active and autonomous learners who play active role in their own learning. In flipped learning design "culture of learning is centered on the student who becomes the center of teaching and learning processes" (Ali et al., 2021), p.2554). They are 'dynamic learners; they look for their new knowledge without depending on teachers'(Ngo & Yunus, 2021). Similarly students' responses as recorded in different studies on flipped learning model suggest that being exposed to the flipped classroom model the learners have trained their autonomous learning skills and have learnt to work more independently (Kvashnina & Martynko, 2016).

When comparing the flipped learning approach with the traditional lecture-based approach Hung (2017) highlights the motivational force and the spirit of student-centered pedagogies of flipped learning that encourages students to take a more active role in learning, this feature of flipped learning approach gives it heed over the lecture-based classroom culture (Hung, 2017).

Flipped classroom is also considered an active, student-centered approach by Ozdamli and Asiksoy (2016), because they think that this approach was formed to increase the quality of the time that the students spend inside the class, as inside the class the emphasis is on active and collaborative learning (Abdullah et al., 2020) and students are engaged in practical task-based learning, instead of passively listening to the teacher's lecture. By performing practical tasks, learners get opportunity to use the

information gathered from the online lectures and reading materials in the real world situations and apply their knowledge by performing practical tasks. Such an engaging learning environment promotes higher-thinking skills of the learners and they can learn more effectively (Bretzmann, 2013).

    2.2.2 **The Role of Teacher:** Flipped classroom is also called reversed classroom, not only, because this approach is different from a traditional classroom in terms of instructional design and the type of activities performed by the learners to develop cognition, but also, because there is a shift in the role of the learners and the teacher. Flipped classroom is a learner centred approach that is majorly aimed at constructing knowledge and developing learner autonomy, however, it is also important to note that the teachers cannot be excluded from the learning process even in the flipped learning method (Pavanelli, 2018). It is only that in a flipped classroom the teacher's role is different from the role that he plays in a traditional classroom setting. In the flipped model of education teacher is not the transmitter of knowledge rather he is the manager of knowledge construction, as 'the role of the teacher in the classroom is to help students, not to deliver information' (Bergmaan & Sams, 2012). Kvashnina and Martynko (2016) also agree that the teachers in flipped classroom play a different role and that teachers in a flipped classroom are 'rather the facilitators in the learning process than the key sources of information for students'. In a flipped classroom, teachers do not deliver lectures in the classroom; it does not mean that the role of teachers in a flipped classroom is passive. Rather, the teachers facilitate learning by sharing helpful materials and learning resources with their learners that they use at home before coming to the class for basic understanding of the concepts, and inside the classroom when the learners participate in group discussion and other practical and creative activities to develop their understanding and critical thinking, teachers, purportedly, commit more time to monitoring student performance and providing immediate, adaptive feedback to individuals or groups (Fulton, 2012).

    Flipped instruction allows teachers to become facilitators of knowledge as they can blend direct instruction with constructivist learning pedagogies, and they can make their classrooms more learner-centered in which they can manage collaborative, differentiated, and individualistic learning (Graziano & Hall, 2017). This shift in the role of teachers can be because of the learner-centered approach followed in the flipped classroom as teachers function as facilitators of learning who create such a

climate for their learners in which they work by their own or collaborate with their peers for discovering new knowledge and the teachers provide more feedback throughout the process, instead of lecturing to help them improve their performance. (Darsih, 2018)

2.3 Flipped Classroom and ESL Teaching Context

Importance of English cannot be denied at international level, and it attracts the attention of a huge number of learners who learn it as a foreign language, along with that it is a very crucial subject in the curriculum of ESL countries. In ESL context its significance gets twofold: in an ESL context it not only helps the young learners to communicate and to learn about themselves, their culture and the world that surrounds them; but it also develops creativity and critical thinking among them by enabling their active learning and engagement across the curriculum (Myhill, 2011). To enhance the ESL learners' self-knowledge and their knowledge about the world, and to make them think critically and creatively, it is important to develop their literacy skills in English.

Literacy is not only about learning to read and write (text and numbers), but it is actually the ability to understand, use, evaluate and to interact with written text for developing our knowledge and perspective about the world. Till the last century literacy was about extorting and processing of already codified and pre-structured information, but now, in the 21st century, it is about construction, authentication and substantiation of knowledge (OECD, 2021). Literacy is not merely related to the skill of reading and writing, and the ability to understand and communicate in the controlled institutional and educational settings, rather it, also, includes the ability to contextualize and apply the acquired knowledge to particular social and cultural contexts. Today literacy has been viewed as a skill to contextualize the knowledge that we acquire through reading and generating our own argument about the matters that we can vocalize through language. Literacy is no more a passive process of receiving information from the written text rather it is an active learning process developed beyond the limited frontier of educational institutions. With the emergence of technology the definition of literacy has also evolved (UNESCO, 2006).

To improve the motivation level of the pupils and to engage them in the productive learning is a challenge for the teachers in the current age. Teachers need to

make their instructional designs more dynamic and the curriculum in English needs to be modified as to meet the literacy needs of the learners. To meet the needs and standards of the current age the teachers, particularly in an English language class, need to develop problem solving and critical thinking skills in their learners so that they are able to interpret, question, analyze and evaluate the knowledge that they get from reading instead of just finding information and understanding written texts. This can be possible only if the learners become the active participants in the teaching learning process. But, unfortunately, even in the current age of technology, in most of the countries where English is taught as a second language, the English teachers usually use transmissionist approaches where teachers are the ultimate source of knowledge and they transmit this knowledge of English to the learners and learners get less opportunity to share their ideas, to think critically, to develop their arguments and to express their opinions through the use of English language. Teachers also need to get updated professionally according to the requirements of the technological evolutions in the field.

To develop problem solving and critical thinking the teachers in the current age, in general, and English language instructors, in particular need to move towards learner-centred classrooms to create a motivating and engaging learning environment and this can easily be done by adopting blended learning strategies like flipped learning in which new technologies and electronic applications are used (Ibnian, 2019). In the flipped learning approach teacher's time is reduced and the actual focus shifts towards the learners, so there is less input from the teacher, and more involvement of learners, in knowledge construction. In a flipped language classroom instead of spending time on input oriented tasks like explaining vocabulary, and making the students read the texts inside the class, the learners are engaged in output oriented tasks like working in groups, making discussions and writing reviews of the videos and readings that they do at home(Hung, 2017).

One of the biggest challenges in a language classroom is that the learners come with different knowledge bases and levels of motivation (Webb & Doman, 2016b). Particularly, in the contexts where English is taught as a second language, the class is a mixed ability class because the language abilities and knowledge backgrounds of the learners are different from each other, as a result their learning

needs and their motivation level is also different from one another that poses a great challenge for an ESL teacher (Kim & Yoon, 2021).

In the recent years, after Jonathan Bergmann and Aaron Sams have introduced the flipped classroom in 2000, many researchers and many teachers as researchers have explored the idea of flipped classroom and have experimented this teaching strategy in their classrooms. However the research made on flipped language classrooms is still needs attention, though, in recent years, with the development in technology and digital resources the research in the field of technology assisted and blended learning approach to language education has also grown. For example, Huang and Hong (2016) employed flipped classroom to investigate high school students' development of reading ability in English language class. In their study they used digital videos and web-based technologies to develop the reading skills of their English language students. They concluded that when the learners are involved in actual reading tasks their English reading comprehension is improved significantly.

In a flipped instructional design the strategies that contribute for a better learning environment include: learners engaging in the learning process, collaborative writing, interaction between learner and the teacher and the learners with the other learners. It is concluded by Valizadeh and Soltanpour (2018) in their experimental study on the "*Effects on EFL learners' argumentative essays*" that the learners who were taught through flipped classroom outperformed in writing argumentative essay. They also endorsed the point that in flipped learning environment learners get more opportunity to engage actively in the learning process and they collaborate and interact more with their peers and teachers that helps them to develop their writing skills and to outperform than their peers studying through traditional classroom style teaching. Pavanelli (2018) is also of the view that blended learning approach like that in a flipped classroom design helps to engage learners in the learning process through independent learning of the content shared with the learners in form of video lectures followed by the small comprehension activities outside the class and through collaborative activities to further analyze the content inside the class. After analyzing the pre-test and post-test data of controlled and experimental group, in a study to investigate the impact of flipped classroom design on students' academic performance in EAP writing skills at Southern State college, USA , Pavanelli (2018) observed that the flipped classroom has a positive impact on students' academic writing. He further

noted that the research participants supported the flipped classroom methodology and expressed their preference for flipped learning over traditional teaching method because they thought that their active role in the learning process contributed to develop their cognition of the content and provided them with the opportunity to evaluate their own skills.

Use of flipped technique in ESL and EFL contexts has also been evaluated positively by the learners of English. The researchers experimenting with flipped classroom for teaching English at university level in these contexts have also considered it an effective technique and reported that learners feel more autonomous in flipped environment. Like, Busaya Santikarn (2018) piloted the flipped classroom in an English course to assess the impact of flipped classroom on the learning performance and perceptions of the students at a private university in Thailand. In his research Busaya assessed the performance of his learners in English by teaching them through flipped classroom and found it satisfactory. The researcher also concluded, through his findings on the learners' perceptions about the flipped classroom as an effective teaching strategy, and their perceptions on autonomy before and after the flipped classroom instruction, that they were satisfied with the flipped classroom and their autonomy perceptions were higher after the flipped classroom experience than before. Ibnian (2019), in Amman, found flipped classroom a successful strategy for developing university students' reading comprehension in EFL. He concluded it through the post test scores and the feedback from the participants of an experimental study on flipped classroom for teaching an English Communication Skills course at the World Islamic Sciences and Education University in Amman. Researchers like Showalter & Kostka, (2020) have explored the effectiveness of the flipped classroom for teaching reading and writing skills and have found it a useful model for developing literacy skills of the learners.

In the last two years there has been observed a boom in the use of technology in the field of education as an effect of COVID-19 situations, so the flipped classroom methodology and research has also gained popularity. The ELT instructors have also applied flipped learning to explore different aspects of English language teaching. (Kim, & Yoon, 2021) conducted '*A comparative study on blended learning and flipped learning to observe EFL Students' Learner Autonomy, Independence, and Attitudes'* in a Korean university. The study was aimed at exploring and comparing

EFL students' perceptions on conventional learning, blended learning and flipped learning a propos their autonomy, independence, and attitudes. The participants of the study were the first year university students at a university in Korea. The participants were divided into three groups and each group was engaged in a different instructional design: conventional learning design; blended learning; and flipped learning. Conventional group was taught through lecture method inside the class and activities were based on the textbook. For the blended learning group online activities were designed followed by the face-to-face teaching inside the class, whereas flipped learning group was involved in online instruction before coming for the face-to-face instruction. The researchers found that all the groups had a positive attitude towards learning, however the flipped learning group, though enjoyed learner autonomy, but, emphasized the need of teacher's assistance for effective learning.

To improve the oral performance of English as a Foreign Language and English as Second Language learners a ubiquitous learning environment can be created through a learning management system, such as flipped classroom, applying Web-based technology. This type of Web-Based Language learning system enables L2 learners to participate in the language learning process without being restricted by time and space and also makes them more dynamic language learners by reducing their learning anxiety (Ngo & Yunus, 2021). Flipped classroom approach is found to be very effective for ESL teaching as it positively affects students' performance on the course, enhances their motivation level and improves their autonomy to develop language skills (Kvashnina & Martynko, 2016).

2.4 Flipped Classroom and the Constructivist Approach

Constructivism is a theory of psychology applied to education. Constructivist approach is founded on the idea that learners develop the cognition of new notions by assimilating new information related to that notion with their background knowledge about it (Brada, 2015). What differentiates constructivism from the other approaches of learning is that what learners think is equally important to what teachers think, and that learning is actually a bi-directional flow of information from teacher to students and from students to teacher (Bodner, 1986). Constructivism is propounded by many theorists and all of them have highlighted different aspects and factors that lead to knowledge construction, however all of them emphasize that knowledge is

constructed by the learner in an environment that is learner centred and learner directed in which teachers and learners collaborate with each other in the process of learning and this process is supported by the assistance of teacher and authentic tasks performed by the learners (Dagar & Yadav, 2016).

Two of the constructivists whose theories about knowledge construction are mostly applied to the context of teaching and learning are Jerome Bruner's (1961) Active learning theory, and Vygotsky's (1978) Social interaction theory. The main postulate of the Bruner's theory is that the learner constructs new concepts or knowledge by gathering information from the materials provided to them, then organizing this information through enactive or action-based learning tasks to develop their cognition of the new concepts, then finally applying that knowledge in the real world situations (Zhou, 2020). Vygotsky's Social interaction theory can be considered a further development of Bruner's theory as he has added some elements to this process of knowledge construction by the learners. In Bruner, the emphasis was on self-contained learner, whereas, Vygotsky stressed the role of interaction among the *individual* (the learner) and the *social* (the other learners and the teacher) in the process of learning (Mahn & John-Steiner, 2012). Vygotsky was of the opinion that when constructing new knowledge and internalizing new notions the learners with lower abilities or with less developed skills may need some assistance from the other learners with more advanced skills or from the teacher. Vygotsky believed that every learner has a potential level of development of knowledge, and sometimes the learner may find some notions beyond his actual level of development that he may not be able to learn new concepts independently and may need the assistance of their peers or teachers to complete the process of learning (Shabani et al., 2010). This distance between what the learners cannot do on their own; and what they can do with the help of 'others', is known as Zone of Proximal Development (ZPD) by Vygotsky. Those 'others' including the teachers and more capable peers, whose presence makes it possible for the learner to learn new concepts, are More Knowledgeable Others (MKOs) (Abtahi et al., 2017). Assistance and facilitation by the peers and the teacher in the ZPD is called scaffolding (Gatt & Vella, 2003).

Flipped classroom follows interactive and beneficial instructional method (Tufail, 2019) in which collaborative environment of conceptualizing new

information with the assistance of more experienced individual, (Zhou, 2020), creates a holistic learning experience (Aljohani, 2017) within the class, such an environment helps to address the challenge of effective education to diverse and mixed ability class (Mahn & John-Steiner, 2012).

Flipped classroom practitioners also follow the constructivist approach considering that learning is not passive transmission of knowledge, rather it is an active process of learning. In flipped learning mode learners construct new knowledge by reflecting on their past experiences and their previous learning (Bergmaan & Sams, 2012). Following the principles of constructive learning, in a flipped classroom the standard classroom procedure is turned upside down, instead of lecturing, demonstrating new knowledge, and making presentations; teachers, from the beginning, engage students in activities through which they develop skills and acquire new concepts (Bhattacharjee, 2015). Felder (2012) has supported the view that the flipped classroom is grounded in the constructivist theory of learning, as flipped learning environment is learner-centered, where knowledge and cognition is constructed by the learner himself in collaboration with his peers and teachers, and in which student-centred learning is considered to be the most important contribution of constructivism (Dev, 2016).

Flipped classroom model is based on the idea of constructivism that learning happens as a result of negotiation between teacher and the learner. So, in a flipped classroom learners play an active role in knowledge construction: when learners are engaged in class activities the teacher monitors the learners' activities, instead of standing back; and intervenes where necessary to assist the learners in the process of learning (Rintaningrum, 2008). The teacher serves as a guide, as a facilitator, as a coach (Bhattacharjee, 2015) as a motivator, and as a resource person instead of a sole dispenser of knowledge (Dagar & Yadav, 2016).

What makes flipped classroom a more suitable approach to teach English as a second language is that it is based on constructivism and as a Second Language also uses Constructivist theory approach (Rintaningrum, 2008). The modern approaches in English language teaching like TBLT and CLT, also, consider tasks as the core of language teaching, (Barrot, 2016), but what makes flipped classroom a more prominent teaching methodology in the context of ESL teaching is the time

allocated for the practice of language skills inside the classroom and the direct feedback that they get from their peers and the teacher (Sakulprasertsri, 2017).

Following the constructivist approach of language learning, flipped classroom can help the learners to develop their literacy skills in a great deal. In a flipped classroom, learners actively participate in the practice of literacy skills under the teacher's supervision, so they are able to develop their literacy skills better than the traditional classroom settings. According to Ensar (2014), 'The most important part of the constructivist model is instruction that focuses on the learners' active participation in constructing meaning rather than passive gaining of reading and composition skills and knowledge' (p. 36).

There is a plethora of research available on flipped classroom in the field of language teaching in general and English language teaching in particular (e.g. (M. Y. Abdullah et al., 2020; Chuang et al., 2018; Graziano & Hall, 2017; Lee & Wallace, 2018; Lockwood, 2014; Ngo & Yunus, 2021, 2021; Sakulprasertsri, 2017; Webb & Doman, 2016b), alongside the studies on the application of flipped design in teaching social sciences and natural sciences made in recent years in different countries around the world. COVID-19 situations have also necessitated the employment of technological and online tools to facilitate teaching, as there were limited face-to-face teaching sessions during this critical period, thus giving heave to the research on flipped learning model. Yet, in Pakistan flipped classroom is a quite new trend and a few researchers have explored and experimented this blended learning design in Pakistani context (e.g. (Ali et al., 2021; Qaisar et al., 2019; Saira et al., 2021; Tufail, 2019). The researcher has found hardly any academic study experimenting with flipped classroom for teaching English in Pakistani ESL context at undergraduate level that proves it to be an under-researched area in Pakistan. Therefore, the current study is aimed at investigating the efficacy of flipped classroom strategies for developing ESL literacy skills of Pakistani learners studying at undergraduate level in Pakistan.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of the current research was to explore the effects of flipped classroom on literacy skills of Pakistani ESL learners at undergraduate level, and to evaluate the learners' experience of developing their English language literacy in a flipped learning environment. In order to achieve this, an exploratory research design has been chosen. In this chapter, the research process and design which include the data collection method, instruments for data collection, target population, sample and sampling technique, and data analysis methods to ensure trustworthiness, are discussed.

3.1 Research Design

The current study is an exploratory research aimed at exploring the effects of flipped classroom on developing ESL literacy skills of the Pakistani undergraduate students. In the current study a technology integrated instructional design known as the flipped classroom design is experimented in an English language classroom to record how it helps to develop the comprehension and writing skills of the undergraduate students. To conduct this experimental study, the students of BS English, semester II, at Rawalpindi Women University, were taken as subject using the convenient sampling technique. The flipped classroom strategy was applied to teach them a course on academic reading and writing to observe the efficacy of flipped classroom for developing ESL literacy.

The study is conducted in three phases. First phase is about planning, in which the lesson content, lesson plans (Appendix C), supporting materials, practice activities, and writing tasks along with feedback questionnaire and rubric to evaluate the written work were planned. During this phase the researcher selected and recorded the lectures, arranged the reading materials, and designed the activities that the learners had to complete outside the class, before coming for face-to-face sessions. In the second phase of the study, the actual experiment is conducted. In this phase, the learners were engaged in learning through flipped design, where they were provided with the video lectures and reading materials along with small comprehension activities to complete at home. Face-to-face sessions were also conducted during this

phase, in which the learners were assigned the discussion activities and the five writing tasks to gather data. In this phase, following the longitudinal research design the researcher evaluated all the five writing tasks of the learners using the rubric to record step by step development of the learners in their literacy skills. The researcher also recorded the observations related to the flipped classroom experience with the learners in the teacher's journal. In the third phase of the study, the feedback survey is conducted to gather learners' view about the flipped classroom experience.

The learners' score on the writing tasks, and their feedback about the flipped classroom experience on the likert scale provided the quantitative data, and open ended questions of the questionnaire and the teacher's observations provided the qualitative data for the research. The mean scores of the whole group on five different tasks were statistically analysed by applying paired sample test to evaluate the effectiveness of the flipped classroom for developing ESL literacy of undergraduate students. The weighted average of the likert scale used for learners' feedback is also taken to interpret the appropriateness of the flipped learning design according to the learners. Learners' response for each item of the likert scale is also analysed through pie chart that helped to address the second research question that is about how learners evaluate their experience of learning through flipped classroom. The qualitative data, gathered through open ended questions of the feedback form and the teachers' observations recorded in the teacher's journal, was used to address the third research question i.e. about how a teacher can further enhance the flipped learning experience of Pakistani ESL students.

The score of the written assignments, teacher's notes in the reflective journal and the learners' feedback forms provided the data for the study that is analysed and discussed to address the research questions.

The research design is also explained through the flow chart (Figure 1) given below:

Figure 1:

Research Design 0f the Study
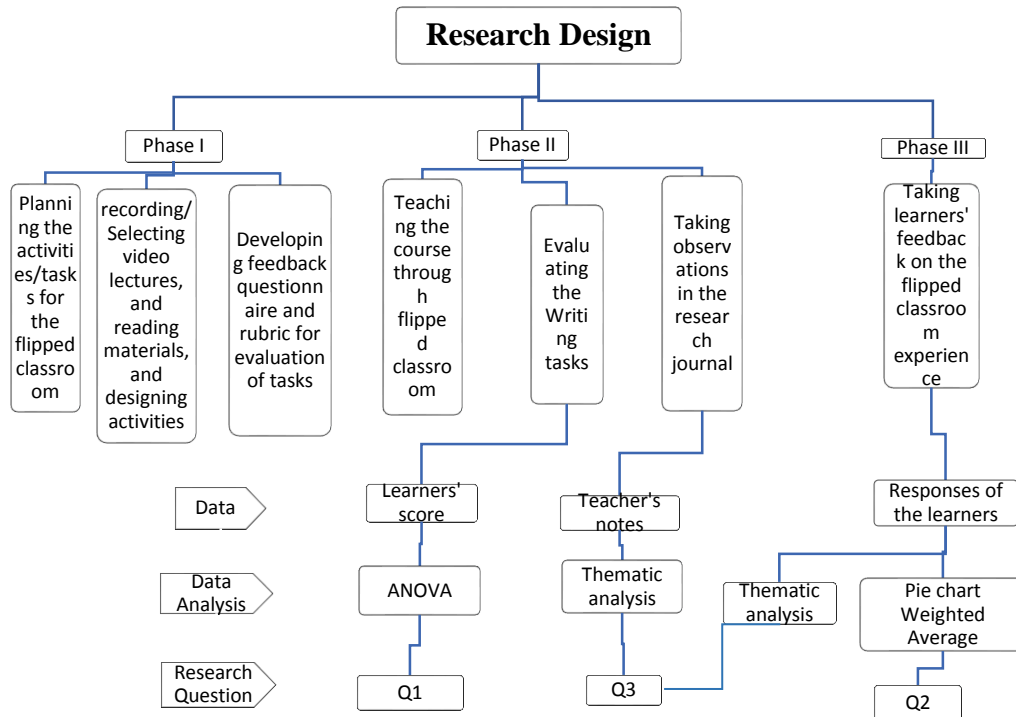
3.2 Research Method

This study is aimed at exploring the effects of flipped classroom as a new teaching strategy to develop ESL literacy. This is a mix-method research, as it includes both quantitative and qualitative data. The quantitative data for the research comprises of the learners' scores in the five writing tasks and the numeric data gathered through the likert scale that was part of the questionnaire used to record the learners feedback on their flipped classroom experience. The open ended questions in the students' feedback form and the reflective journal of the teacher provided qualitative data for the research. The type of research involved in this study is exploratory research, as the researcher has explored the effects of a new teaching trend, flipped classroom, on the literacy skills of undergraduate university students.

3.2.1 Within- subjects experimental design: Within-subject experimental design is applied in the current research to explore the effects of flipped classroom

strategy for developing the ESL literacy skills of the undergraduate students of a public sector university in Pakistan. In the current experimental study the subject of the study was not divided into two groups: experimental group; and controlled, as it is usually done in between-the-subject studies. Instead, a within-subject experimental design was applied to conduct the study. A within-subject experimental design, also known as a repeated measures design, is a type of experimental design in which all participants of the study experience all the levels of treatment; these levels could be different treatments or they may be different measurements of the same treatment (Seltman, 2018).

Within-subjects studies are usually used for longitudinal studies when a researcher makes multiple measurements of a treatment on the same group of subjects to study the change of an outcome over time, e.g., a learning effect (Seltman, 2018). There are two major reasons for using this experimental design in the current study. Firstly, the researcher aimed to measure the effects of flipped classroom on developing ESL literacy skills of the undergraduate students by engaging them in the different writing tasks throughout the semester, so the repeated observations of the students' performance is to be recorded. Secondly, instead of dividing the subject under experiment into two groups i.e. controlled group and experimental group, the researcher intended to provide all the subjects equal opportunity to experience flipped classroom so that the variation among the literacy skills of the learners caused by dividing them into two groups could be controlled. Schwartz and et. all (2018) also advocate that in within-subjects design each subject serves to be his or her own control, so the same treatment is introduced to all the subjects for similar outcomes. Thus, comparing a person's performance in one condition or at one point of time with the same person's performance in another situation or another point of time reduces the variation among subjects. This reduced variability increases the power of experiment (Ibid).

Commonly, when an experimental research design is applied to education between groups experimental design is used in which the subject or the participants are divided into two groups: an experimental group 'receiving the intervention' or to whom the change or treatment is introduced; and a control group 'receiving services as normal' or to whom it is not introduced (Engel & Schutt, 2014). Unlike the other experimental research designs, in within-subjects experimental design the whole

subject is treated as an experimental group considering that subject has his own control (Kpolovie, 2016) and every member of the group is introduced to the same treatment as in this study the whole group is introduced to the flipped classroom strategies. In terms of data analysis single-subject experimental research focuses on the individual participants' data instead of group means or standard deviations, as in the current study the score of each participant on every task is recorded individually to look at effects of flipped classroom on their performance. The mean score is taken at the end, just to statistically analyse the development of the literacy skills of the participants by comparing their performance in the first task through the final task.

3.2.2 Triangulation in research: Triangulation in research means using more than one approach to address a research question (Heale & Forbes, 2013). It is also referred to as a technique used for analyzing the results from multiple-method research designs (Nightingale, 2009). According to Kpolovie (2010; 2016) in triangulation research multiple research methodologies, measurements, instruments and statistical tools are used to more comprehensively investigate one particular phenomenon to overcome the inherent weakness of a single design and measurement instrument. Methodological triangulation i.e. combining both quantitative and qualitative methods to answer a specific research question, is used to increase the validity of research (Heale & Forbes, 2013). Olsen (2004) also accentuated the use of triangulation in research not only for the validation of the research questions but also for deepening and widening one's understanding.

In this study both quantitative and qualitative methods are combined to get sufficient evidence to address the research questions. The numeric data in form of learners' scores on their written assignment and responses of the learners to the closed questions on the feedback forms make it a quantitative research and the researcher's observations in the reflective journal about the flipped classroom experience and the learners' responses to the open ended questions on the feedback forms at the end of the course have provided qualitative data for the research. Another useful aspect of methodological triangulation applied here is the use of three different research techniques(assessment of writing tasks, teacher's reflective journal, and feedback questionnaire) instead of relying on a single technique.

3.3 Population

The use of flipped classroom approach has been extensively studied, especially in the contexts of natural sciences, social sciences, languages, English language skills, and English as a second and foreign language etc. at different levels of education in different countries of the world (e.g., Webb & Doman 2016(Kim, & Yoon, 2021); Pavanelli, 2018; (M. Y. Abdullah et al., 2020); Rodríguez et al. 2019; Chuang et al. 2018; Uzunboylu & Damla, 2015). However, to the researcher's knowledge, Pakistani ESL learners at undergraduate level have rarely been included in any research earlier to assess the effects of flipped classroom on developing their ESL literacy skills and to evaluate their experience of flipped classroom for developing their language skills. Through this study, the researcher has sought to fill this gap in the research literature.

There are millions of students studying at undergraduate level in different universities of Pakistan specializing in different subjects. English is a second language for almost all of them as they are non-native speakers of English, but medium of instruction in their institution is English, so they need to develop their English language skills for better performance in their academics. These undergraduate students in Pakistani universities for whom English is second language (ESL) are the population of the current study.

3.4 Sample and Sampling Technique

The sample of the study comprises a group of 39 undergraduate students studying in second semester of BS English, at Rawalpindi Women University, Rawalpindi, Pakistan.

The sample is chosen using the non-probability, convenient sampling technique. As, the researcher is already working in the said university so it was convenient for her to get permission from the administration and to take the learners in confidence for implementing the flipped learning design for teaching literacy skills of English.

3.5 Research Participants

As this is a within-subjects experimental study in educational context so the participants of the research are the ESL learners of BS English studies, semester II of

Rawalpindi Women University, Rawalpindi enrolled in the course Academic Reading and Writing for the spring, 2021 semester. The number of participants in the group is 39. The researcher, as a teacher, has also participated in the research; she, not only, has facilitated the learners in the flipped classroom by providing them video lectures and reading materials and by making their groups and guiding them in the writing tasks, but she has also initiated improvements in her flipped classroom strategies by reflecting on her own professional practices.

3.6 Research Tools

Three research tools are used to gather data for the current study: a rubric to evaluate learner's written assignments; teacher's (researcher's) reflective journal to record her observations about using flipped classroom in an ESL class and learners' attitude towards it ; and feedback questionnaire to gather learners' responses about the flipped classroom are used as research tools to collect data.

3.6.1 Rubric to assess writing tasks: Amongst the three research tools, a rubric is used to produce quantitative data in form of scores to evaluate the effects of flipped classroom on students ESL literacy skills. This data is analyzed and used to answer the prime question of the research: 'How does the flipped classroom affect the Pakistani undergraduate learners' ESL literacy skills?

The rubric was constructed around the five criteria related to the writing skills and four levels of assessment, making 20 marks for each task. The criteria to evaluate the performance of the learners in their English writing skills that were included in the rubric are: Ideas; writing conventions; word choice; creativity and originality; and organization of the writing. Under the criterion of *ideas,* the quality of information and critical thinking of the learners is evaluated. The accuracy in the use of grammatical rules, spellings and punctuation etc. was assessed in the criterion of *writing conventions*. The criteria of *Word choice* is used to examine the effective use of word choices and technical vocabulary, and appropriate use of word classes. The criterion of *creativity and originality* helps to record how creative the learners are and how successfully they have expressed their self-constructed ideas related to the topic in their writing task. The last criterion of the rubric, *organization,* is to assess how cohesive the writing is, it is examined by reviewing the structure of writing and the use of appropriate cohesive devices.

Against each criterion the learners who were at *Novice* level were given 1 mark, the ones at *Adequate* level got 2 marks, and the ones at the levels of *Good* and *Excellent* achieved 3 and 4 marks, respectively. The rubric is attached as Appendix A, as reference for the detailed description of assessment criteria and the levels of assessment against each criterion.

The same rubric is used to assess all the five writing tasks assigned to the research participants that they have completed inside the class under the teacher's supervision and with peer support. The objective behind this was to evaluate how far flipped classroom is effective and useful for developing ESL literacy skills of the learners.

3.6.2 Teacher's reflective journal: The reflective journal of the teacher as a researcher is used to provide qualitative data about how the learners participated in different aspects of flipped learning design (like pre-class tasks, collaborative learning, and autonomous learning), and the way flipped classroom strategy has contributed to develop their literacy skills. This research tool is used to address the third research question, primarily, i.e. "How can a teacher further enhance the flipped classroom learning experience of Pakistani ESL students?" However, it is proved to be helpful to evaluate the overall experience of flipped classroom for language teaching, and it has also helped the researcher to modify her strategies of flipped classroom during the experiment.

3.6.3 Feedback questionnaire: The feedback form to be filled by the learners has provided both quantitative and qualitative data as it contained closed questions as well as open ended questions to record learners' responses to the techniques applied in the flipped classroom and to investigate certain considerations that can enhance the learners' experience of flipped classroom for developing ESL literacy. Seventeen closed questions were included in the questionnaires in the form of a likert scale to find out about the learners' opinion, attitude, and feelings about the flipped classroom as they have experienced it in their English language class to develop their reading and writing skills. The likert scale was constructed to evaluate the aspects of flipped classroom that are built around the postulates of constructivism, particularly the social constructivist view (Vygotsky, 1978), active learning through discovery (Bruner, 1961) This research tool was used to answer the research question number two: 'How

do Pakistani undergraduate learners evaluate their experience of learning ESL literacy skills through flipped classroom?"

The learners' feedback questionnaire also included three open-ended questions to know: which flipped classroom strategy/strategies are liked the most by the ESL learners; how flipped classroom strategies can be improved for better learning experience in a language classroom; and what type of facilitation is further required from the teacher to make flipped learning environment more productive. These questions were included to gather data about how to enhance the learners' experience of learning English through flipped classroom. The feedback questionnaire is attached, herewith, as Appendix B.

3.7 Theoretical Framework

Theoretical basis of this research lie in constructivism. Constructivism is a post-modernist approach related to learning and teaching. Constructivists believe that the learners construct their knowledge by combining new information with what they already know or we can say with their past experiences. The model of constructivism that this study draws its basis upon is based on Bruner's *active learning* theory and Vygotsky's *social interaction theory*. According to the constructivists, learners learn better if they are an active part of the learning process and they do not just receive information and knowledge rather they develop their cognition by fitting in the new information to their own personal experiences or through their interaction to the other people of the group or society. The learners are better able to construct knowledge if they are provided opportunity to work with the other people. In the current study the learners are provided with the online and recorded lectures to gather the basic information about the course content and then to add to their knowledge, they are given opportunity to ask questions from the teacher during face-to-face class to clarify their concepts; they are engaged in group discussion to interact with the other learners to gather new ideas; and then they have been given writing tasks to apply their knowledge to develop their cognition.

3.7.1   Active learning theory: The current constructivist teaching practices contend that learner has an active role in the learning process, so the classrooms should be learner-centred not teacher-centred.

According to Suhendi (2018) learner-centredness and active participation of learners is the most important feature of constructivism:

> 'The most important thing in constructivism is that in the learning process; the learner should get the emphasis. Learners must actively develop their knowledge, not others. Learners must be responsible for their learning outcomes. Their creativity and liveliness will help them to stand alone in their cognitive life.' (p. 89)

Active learning theory is associated with Jerome Bruner (1966). According to Bruner learning is an active process in which learners construct their knowledge based on the past knowledge. According to him the learners construct new mental models by going beyond the given information. According to this model of constructivism the teachers provide such opportunities to their learners where they explore the given information based on the past experiences and discover new concepts. The three major principles of Bruner's active learning theory are: instruction must be related to the learners' context; it must be structured; and it should be organized to assist in building new concepts based on the available information.

3.7.2 Social interaction theory: The roots of Constructivism are traced in Lev Vygotsky's (1896-1934) theory of social interaction. Social constructivism stresses collaborative learning to develop communication skills of the learners. Students must share their ideas clearly should collaborate with their peers for to develop a better understanding of the new concepts. Students must therefore learn to "negotiate" with others and should contribute in learning effectively (Brada, 2015).

The two major postulates of the social interaction theory that are applied in this study are: the Zone of Proximal Development (ZPD); and the More Knowledgeable Other (MKO). At Vygotsky's time the More Knowledgeable Other (MKO) was usually the teacher who used to provide scaffolding to the learners by providing them assistance in learning, or the parents and elder siblings. But, in the current age MKO is not necessarily the teacher or parents, it can be any person or thing like a computer or internet which is more knowledgeable than the learner, or it can be his peers, in case of mixed ability classrooms, who know something or some

concept better than the learner himself. These MKOs can help to foster the learning process and help in the cognitive development of the learner. The Zone of Proximal Development, according to Vygotsky, lies between what is known and what is not known. ZPD is actually connected to MKO because what learners cannot achieve independently, they can learn through scaffolding by the teacher or with the assistance of internet and other learners of the group.

Modifying teaching style according to the learning style of the pupils is one of the key notions of constructivism. In the current study experimentation with the flipped classroom for developing ESL literacy is actually drawn on the same notion, where the teacher provides some assistance to the learners in a structured and systematic way by providing online and video lectures through Google classroom and the learners, gather information from those materials exploring them at home, and inside the class they participate in discussions to develop their skills by exploring it further by doing more challenging tasks in the class. The aspect of social constructivism is covered in the current study by providing scaffolding through the online video lectures and the reading materials that the teacher has shared with them through Google classroom and their literacy skills are developed through engaging them in group discussion with the other learners. The other learners and the teacher work as more knowledgeable others to assist them in developing their literacy skills.

3.8 Data Analysis

To evaluate the performance and progress of the learners in their literacy skills their score in the five writing tasks was recorded and compared to observe their development in every task. The same rubric was used to assess all the five writing tasks to maintain objectivity and to ensure consistency in marking the tasks. Their individual score in each task is recorded to present comparison of their score in each task with their score in the previous task to investigate the development in their literacy skills as an individual learner. The mean score of the whole class is each task is also traced to observe improvement in the whole group performance in the course. For statistical analysis to find whether the improvement in the mean score of the whole group in all the five tasks is significant or not, the data comprising of the learners' scores in the writing tasks was processed through SPSS and a statistical test Repeated Measures also known as paired samples t-test was applied. As mentioned

earlier in research method that the study follows within-subjects experimental design in which the subjects are repeated and repeated measures or observations of the treatment are recorded and paired samples t-test or Repeated Measures t-test is convenient to analyse and describe the results when several measurements of the same dependent variable are taken at different points of time (Jasrai, 2021; Schwartz et al., 2018; Seltman, 2018).

Teacher's observation about the learners' attitude and behaviour towards the flipped strategy, and her reflection on her own flipped teaching practices that is recorded in the teacher's journal is used to support the arguments in the discussion part of the study and to make recommendations for the future researchers and flipped classroom practitioners. Teacher's journal is also used to record how flipped classroom strategies are used for a language classroom, especially to develop reading and writing skills of the learners in an ESL context. The teacher's observations and the learners' answers to the open ended questions of the feedback questionnaire have provided qualitative data for the study. This qualitative data has been analysed using thematic analysis that is a powerful, flexible and widely used method of qualitative data analysis (Kiger & Varpio, 2020). Thematic analysis is a method for describing and analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns to interpret and select codes for constructing themes (Braun & Clarke, 2014; Kiger & Varpio, 2020). The repeated patterns in a qualitative research that represent the patterned responses or meaning within the data set in relation to the research question and the theoretical framework are counted as themes (Boyatzis, 1998; Braun & Clarke, 2014). The conclusions drawn from the analysis of qualitative data in the current study are used to figure out how flipped classroom leads towards knowledge construction and how Pakistani ESL learners' experience of learning through flipped classroom can be augmented.

Responses of the learners about their experience of flipped classroom to develop ESL literacy skills are gathered through the feedback questionnaire. The researcher has used a 5-point likert scale to record the participants' responses. Data gathered through the likert scale is analysed in two ways. Firstly, the percentage of respondents is presented through pie charts to analyse how far the participants of the study agree or disagree to each item of the likert scale representing a different aspect of flipped classroom for developing ESL literacy of the learners. Secondly, the

weighted average of the likert scale based on the mean score of all the items of the scale is taken to analyse the overall response of the learners towards flipped classroom (Table: 3). The weighted average of the scale is analysed to evaluate and interpret the overall experience and attitude of the participants towards the flipped learning design (Table: 4).

All the data is compiled and analyzed to address the research questions and to draw conclusions for the study on developing ESL literacy through flipped classroom. The data has also helped in making recommendations for the future researchers, ELT practitioners and the teachers who want to employ flipped classroom to engage their learners in knowledge construction.

3.9 Ethical Considerations

An informal consent was taken from the participants of the research, who were undergraduate students of BS English, at Rawalpindi Women University, Rawalpindi. Permission of the sitting Vice Chancellor of Rawalpindi Women University and the Head of English department at Rawalpindi Women University was also sought before conducting the research.

The informed consent form for research participants, the permission letter of the Vice Chancellor and No Objection Certificate issued by the Head of the English department of Rawalpindi Women University are attached at the end of this report as Appendix D.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

This study was conducted in an Academic Reading and Writing course taught to the undergraduate students in Rawalpindi Women University. The course was aimed at developing literacy skills of the university students for whom English is a second language. The results of the study were analyzed to address the research questions related to: the impact of flipped classroom on the ESL literacy skills of the learners; perceptions of learners about the efficacy of flipped approach for teaching ESL; and how flipped leaning experience can be further enhanced for Pakistani learners.

4.1   Results of Learners' Writing Tasks to Evaluate the Impact of Flipped Classroom on the ESL Literacy Skills

To evaluate the effect of flipped classroom on the Pakistani undergraduate learners' ESL literacy skills, the score of research participants in the five writing tasks was recorded and analysed. The writing tasks were based on the content of Academic Reading and Writing course that is part of their scheme of studies at BS level. The main contents of the course: reading skills; paragraph writing; review writing; and report writing were directly covered through in-class writing task. The sub-contents of the course like types of reading, sentence construction, identifying topic sentences and supporting details, and the supportive reading materials to complete the writing tasks like, reading passages, articles to be reviewed, format of reviews and reports, and grammatical conventions and structural requirements were covered through video lectures, handouts and short practice activities. The researcher as teacher covered some of the course content through online lectures in synchronous mode during lock down due to COVID-19 and some of the course content was shared with the learners through lecture videos and handouts to be used independently and to gather basic information and general guidelines about the type of language content and format of writing a particular academic document like article review, or report writing etc. The five writing tasks that the students completed inside the class, working collaboratively with their peers under the supervision of the teacher were: summarizing a text; paragraph writing; narrative writing; review writing; and report writing.

As this course of Academic Reading and Writing was adapted to experiment the flipped learning model so the researcher has tried to ensure that students get more in-class time to practice their English writing through collaborative and interactive activities, and to complete their writing tasks independently.

The following table contains the data regarding the learners' score of writing tasks that they completed inside the class. There were 39 students registered for the Academic Reading and Writing course, who were in the second semester of the BS English studies program. In this experimental study, all the 39 students participated in the study and studied the course content through flipped classroom. In the given table, to maintain the confidentiality of the learners as research participants, they have been assigned a coded identity as P-1, P-2…, P-39. It is done so keeping in view confidentiality and anonymity as among important ethical practices to guard the privacy of the research participants ('Confidentiality and Anonymity of Participants', 2017).

Table 1

Learners Score on the Writing Tasks

Sr. No	Participants	Task1 Summarizing a text	Task 2 Paragraph writing	Task 4 Narrative writing	Task 3 Article review writing	Task 5 Report writing
1	P - 1	14	14	16	16	18
2	P - 2	14	16	16	16	16
3	P - 3	19	18	18	18	18
4	P - 4	16	17	18	18	18
5	P - 5	16	14	16	18	18
6	P - 6	18	18	18	19	19
7	P - 7	16	18	18	18	19
8	P - 8	18	19	19	19	19
9	P - 9	12	14	14	16	16
10	P - 10	14	14	14	16	16
11	P - 11	14	15	16	16	16
12	P - 12	16	16	17	18	18
13	P - 13	17	17	18	18	18
14	P - 14	18	19	19	19	19

15	P - 15	16	17	16	18	18
16	P - 16	18	18	19	19	19
17	P - 17	14	14	15	16	18
14	P - 18	14	14	16	17	18
19	P - 19	14	16	16	16	18
20	P - 20	12	14	16	16	16
21	P - 21	14	14	15	18	18
22	P - 22	12	14	14	16	16
23	P - 23	14	16	16	18	18
24	P - 24	12	14	16	16	18
25	P - 25	14	16	16	18	18
26	P - 26	16	16	16	17	18
27	P - 27	12	14	14	16	16
28	P - 28	14	14	16	16	17
29	P - 29	18	19	19	19	19
20	P - 30	12	14	14	16	16
31	P - 31	12	14	16	18	18
32	P - 32	10	12	12	12	14
33	P - 33	18	18	18	19	19
34	P - 34	16	17	18	18	19
35	P - 35	12	12	15	16	16
36	P - 36	13	15	16	16	18
37	P - 37	12	14	14	16	16
38	P - 38	12	12	14	16	16
39	P - 39	12	14	15	16	16
	Class Average Score	14.49	15.41	16.12	17.02	17.46

In the given table the score of 39 research participants in the five writing tasks has been described, individually, to evaluate their progress and improvement in the literacy skills. The overall class average has also been recorded to evaluate the overall effect of flipped classroom on the learners' literacy skills at undergraduate level. Maximum marks for each task were 20 based on the rubric used to assess their writing

tasks, as there were 5 components and 4 levels around which the rubric was constructed, that in total makes 20 marks for each assessment.

The values in the second column of the table P-1, P-2…, P-39 describe the participants of the study under the heading of the participants. The next five columns describe their scores in the five writing tasks that they performed inside the class. Individual score of each learner in all the five tasks is given in front of his code in the same row to observe the improvement in the performance of each participant.

In the last row of the table class average score is given to observe the overall improvement in the writing skills of the whole group. The results of the study suggest that there is a gradual improvement in the performance of the learners in their writing tasks, as the class average score is 14.49 in the first writing task, 15.41 in the second task, 16.12 in the third task,17.02in the fourth task, and 17.46 in the fifth task.

Some of the learners, highlighted in the table (P-3, P-6, P-7, P-8, P-14, P-16, P-29 and P-33), had better literacy skills as compared to the other learners of the class, and they were used is MKOs.

4.2   Statistical Analysis of the Learners' Score in the Writing Tasks

A paired samples T-test also known as repeated measures T-test was performed to compare the effect of flipped learning design on the writing tasks of the learners.

Table 2

Results 0f Paired Samples T-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Task1 - Task5	-2.97436	1.54728	.24776	-3.47593	-2.47279	-12.005	38	.000

The table describes the results of paired samples t-test that was performed to compare the effect of flipped learning design on the writing tasks of the learners. Applying the paired samples t-test, the learners' score in task one that they performed

in the beginning of the experiment and their score in task five that they performed towards the end of the experiment were taken as apair to compare their means.

Repeated measures or paired samples *t*-test was used to find significant differences in the score of the writing tasks of the learners between task 1 and task 5. There was found a statistically significant difference (-2.97436) in the mean scores of the paired writing tasks. The P-value of the test is .000 that is near to zero and is less than 0.05. It shows that there is a significant effect of flipped design on developing the literacy skills of the participants.

Table 2

Difference in the mean scores of the writing tasks

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	Task1 - Task2	-.92308	1.06090	.16988	-1.26698	-.57917	-5.434	38	.000
Pair 2	Task1 - Task3	-1.64103	1.15820	.18546	-2.01647	-1.26558	-8.848	38	.000
Pair 3	Task1 - Task4	-2.53846	1.41135	.22600	-2.99597	-2.08096	-11.232	38	.000
Pair 4	Task2 - Task3	-.71795	.91619	.14671	-1.01494	-.42095	-4.894	38	.000
Pair 5	Task2 - Task4	-1.61538	1.22722	.19651	-2.01320	-1.21757	-8.220	38	.000
Pair 6	Task2 - Task5	-2.05128	1.31687	.21087	-2.47816	-1.62440	-9.728	38	.000
Pair 7	Task3 - Task4	-.89744	.94018	.15055	-1.20221	-.59266	-5.961	38	.000
Pair 8	Task3 - Task5	-1.33333	.92717	.14847	-1.63389	-1.03278	-8.981	38	.000
Pair 9	Task4 - Task5	-.43590	.75376	.12070	-.68024	-.19156	-3.611	38	.001

The mean score of all the five tasks was compared through paired sample *t*-test to find out the effectiveness of flipped classroom at different intervals of time

throughout the course. As the *p-value* of all the pairs is less than 0.05, so it can be concluded that the flipped classroom has remained effective throughout the experiments for all the tasks. However, the mean difference in the scores of task 4 and task 5 is lesser as compared to the other tasks, it can be because these tasks were performed by the learners, when they had reached to an improved level and their output had also improved.

4.3 Result of Learners' Feedback Questionnaire

A 5 point likert scale is used to collect the research participants' responses about the flipped classroom strategies used to teach an English language course on Academic Reading and Writing through flipped classroom. The likert scale contains 5 points ranging from Strongly Disagree to Strongly Agree, and the point value assigned to the scale is as: Strongly disagree =1, Disagree=2, Neutral=3, Agree=4, Strongly agree=5.

The figures given below (Figure 2 to Figure 18) describe participants' response to each item of the feedback questionnaire. The 5 points of the likert scale are used as the legends of the figures, and data labels are the percentage of the participants as they have responded to each point for each item of the scale.

Figure 2:

Flipped Classroom is an Appropriate Method for Developing Language
    Skills
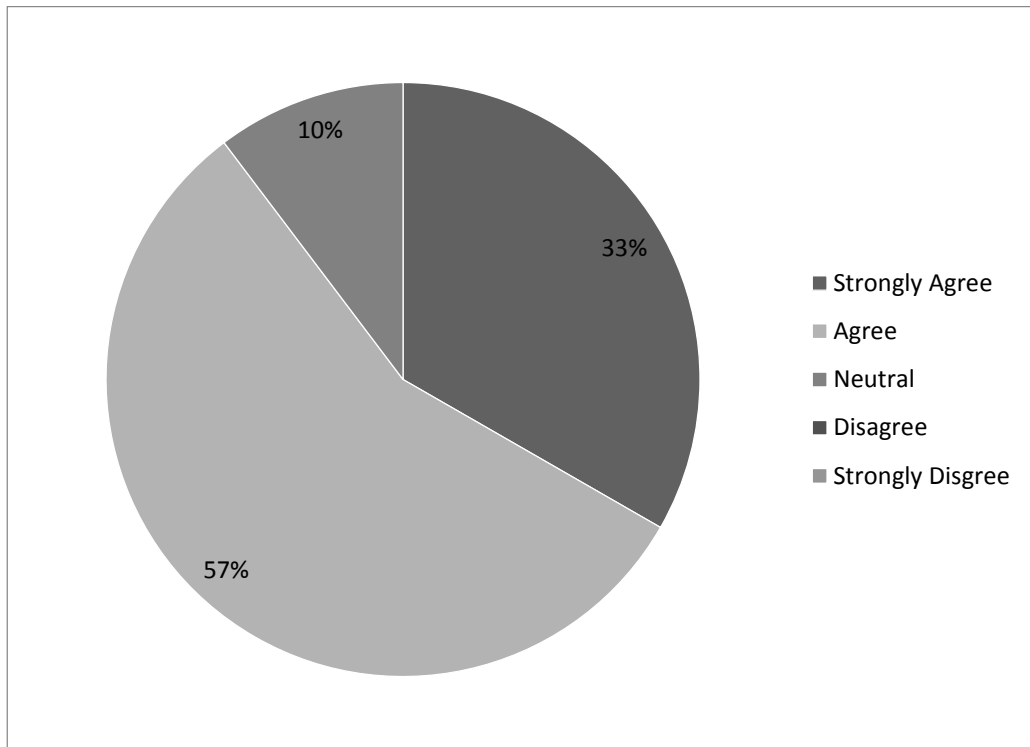
The first item of the scale was to check how appropriate the flipped learning model is for developing language skills in the opinion of the learners. 33% of the participants strongly agreed to the statement that flipped classroom is an appropriate method for developing language skills.57% of the learners considered it an appropriate method to develop language skills, as learners receive the content information outside the class and inside the class they can actually practice their language skills. 10.3% of the respondents were neutral about the statement; however, no one disagreed to the statement.

Figure 3

Pre-class tasks in flipped classroom enhance the understanding of material and help
to participate actively in the in-class tasks
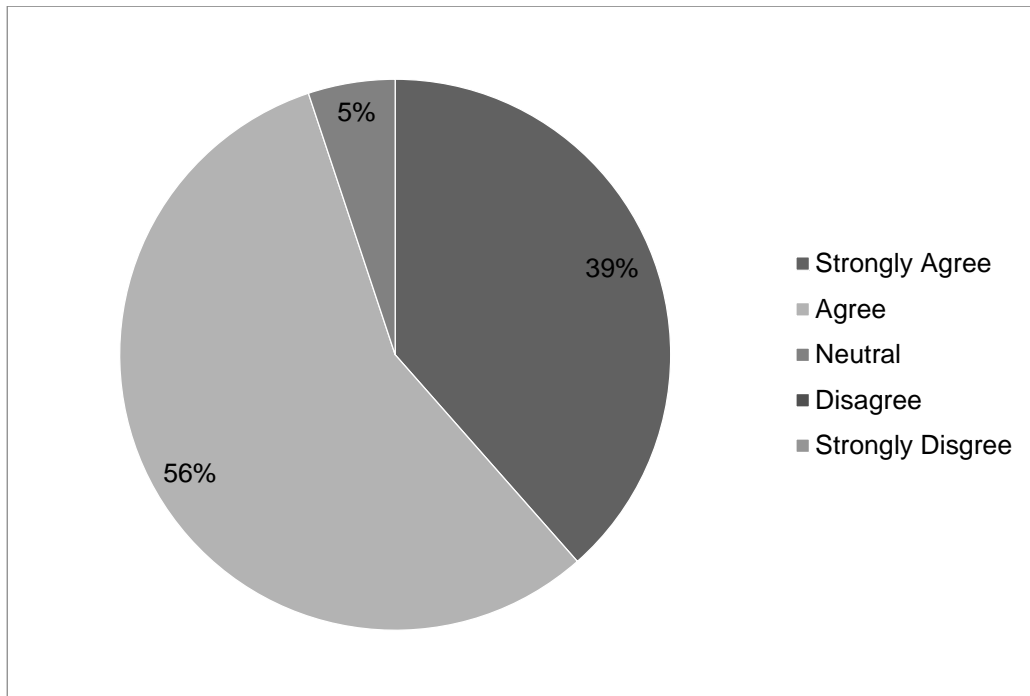
Gathering basic information about a new notion through online or recorded video lectures and reading materials outside the class is a prime strategy of flipped classroom design and it is generally believed that it helps to develop better cognition and helps learners to participate actively in the class. In the current study 94.9% of the learners agreed to this point among whom 38.5% had a strong believe that watching video lectures before coming to the class enables them to participate actively in the learning process.

Figure 4:

I regularly use the resources provided online such as video lectures, practice activities, sample writings, and reading materials.
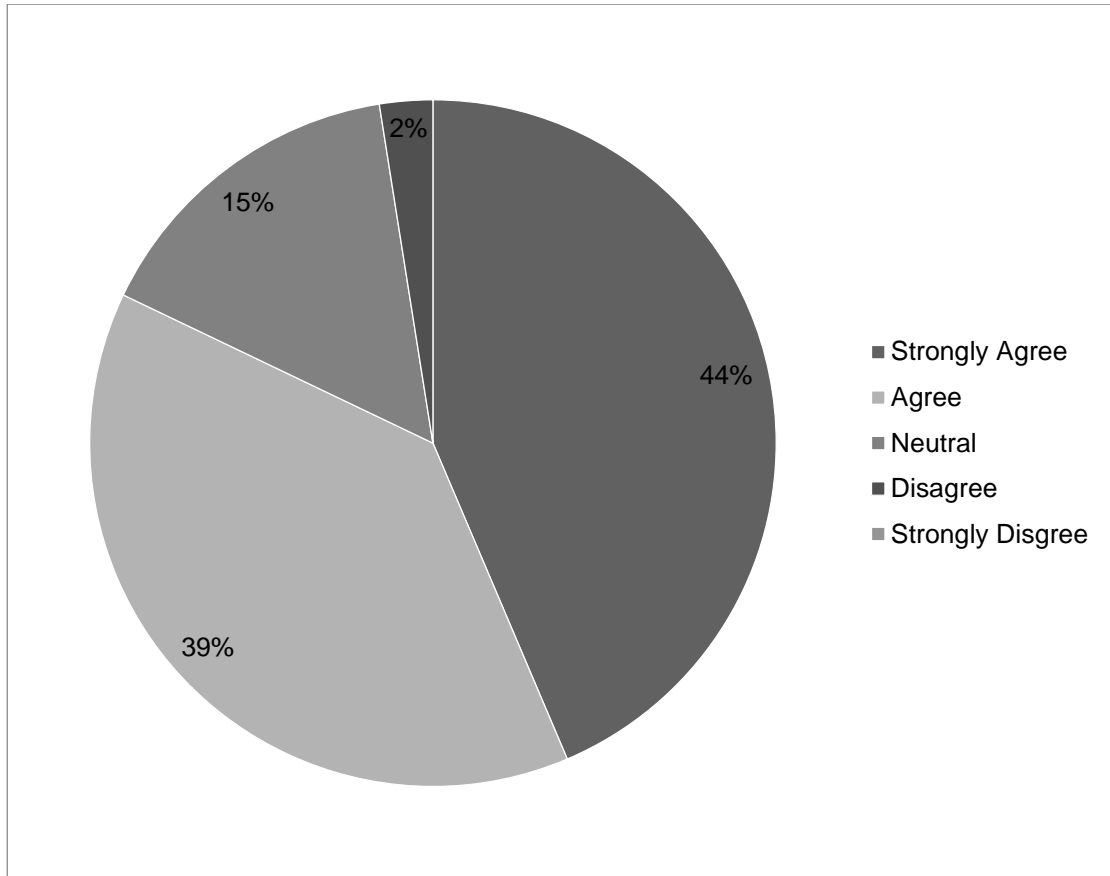
An important consideration to make the flipped classroom successful is that the learners accept the responsibility of their learning and watch the video lectures and reading materials etc. shared by the teachers to facilitate learning. When the participants of the study were asked about their regularity to use the resources provided to them to prepare the topics for in-class activities, it was found that about 82% of them used those resources regularly at home to prepare for the in-class activities. However, there were a few learners, around 18%, who were not very regular in using the materials outside the class, which is not a good practice.

Figure 5

Watching video lectures, and taking notes before coming to the class contributes to my learning
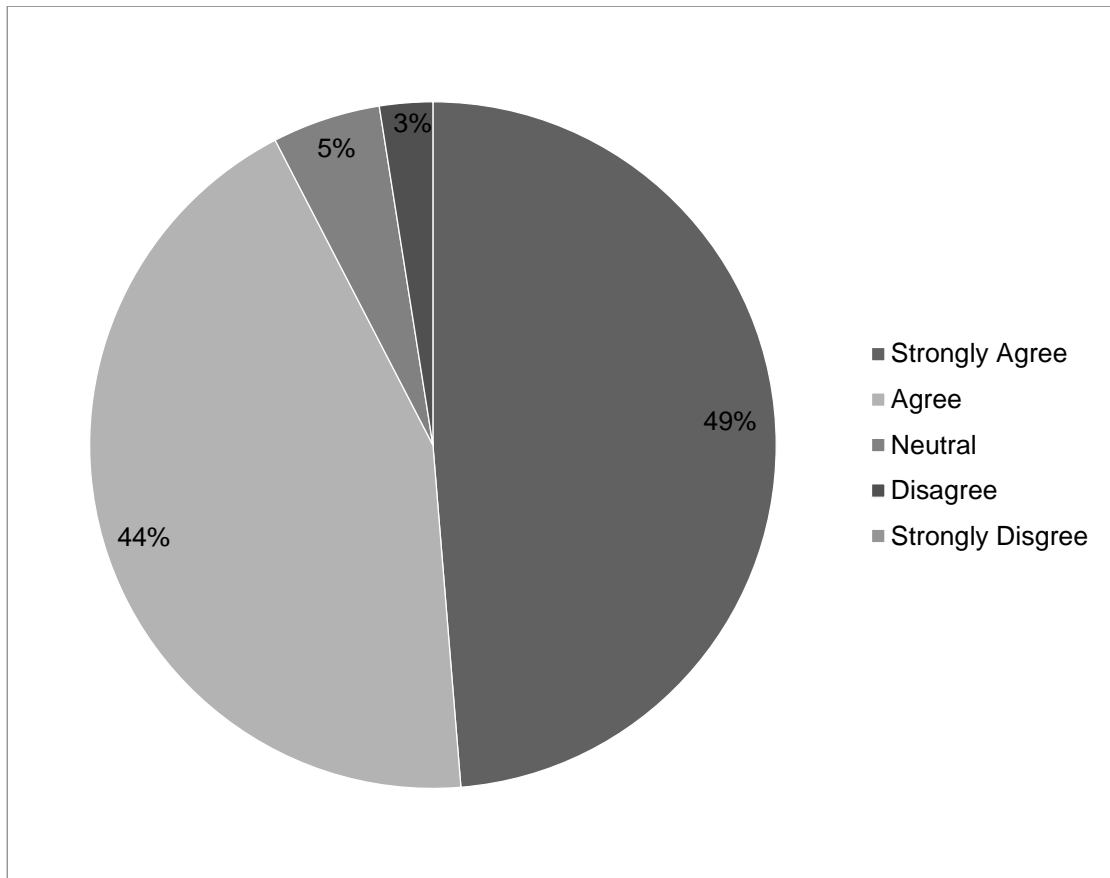
93% of the learners were of the opinion that watching video lectures and taking notes about the content before coming to the class contributed to their learning, even, 10% of the learners who were not very regular in watching those videos also opine that gathering basic information about a topic before coming to the class adds to their learning. 7.6% of the learners hardly found it significant to use any sources to gather information about the topic, outside the class, they, perhaps, believe that learning happens only inside the class.

Figure 6

The video content prepares the learners toI participate more actively   in the group discussions and the other class activities
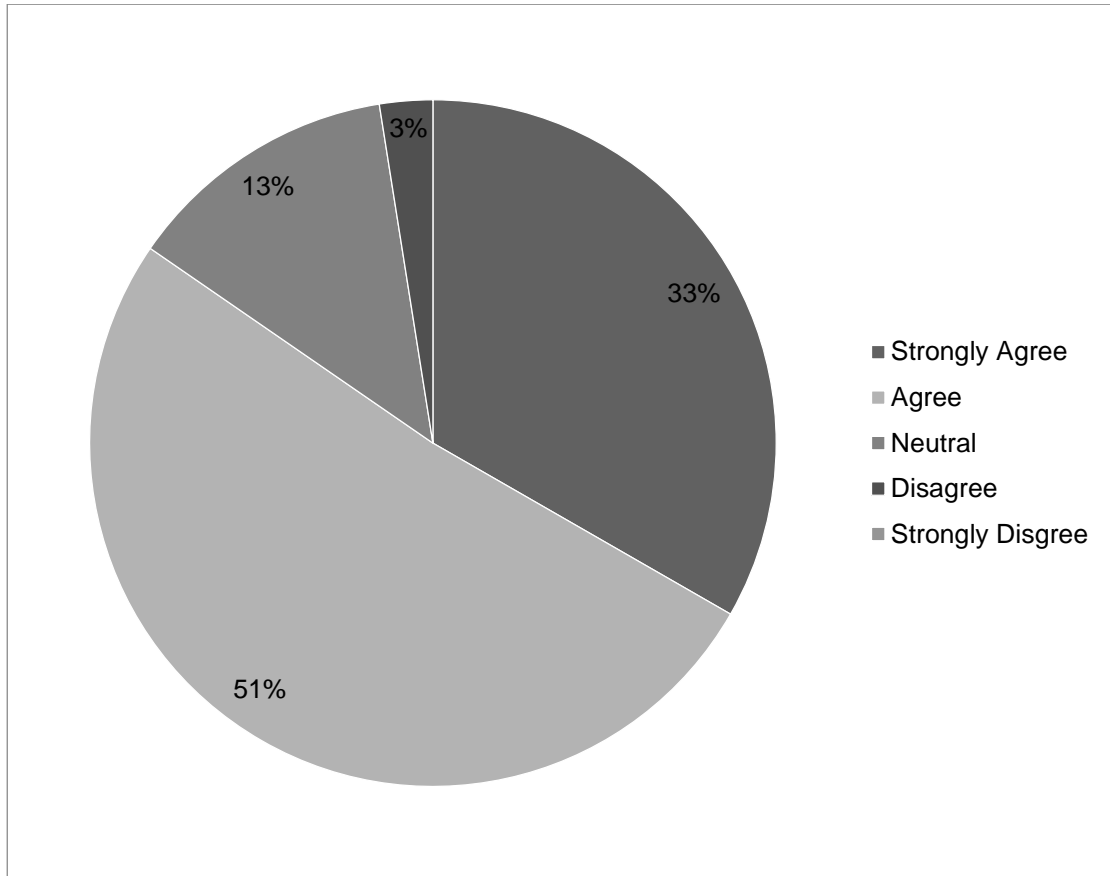
84.6% of the learners supported the idea that listening to the video content prepares them to participate more actively in the class activities, 12.9% were not clear about their stance, and only 2.5% of them disagreed to the idea.

Figure 7

Discussions at the beginning of the class in flipped design contribute   to learning.
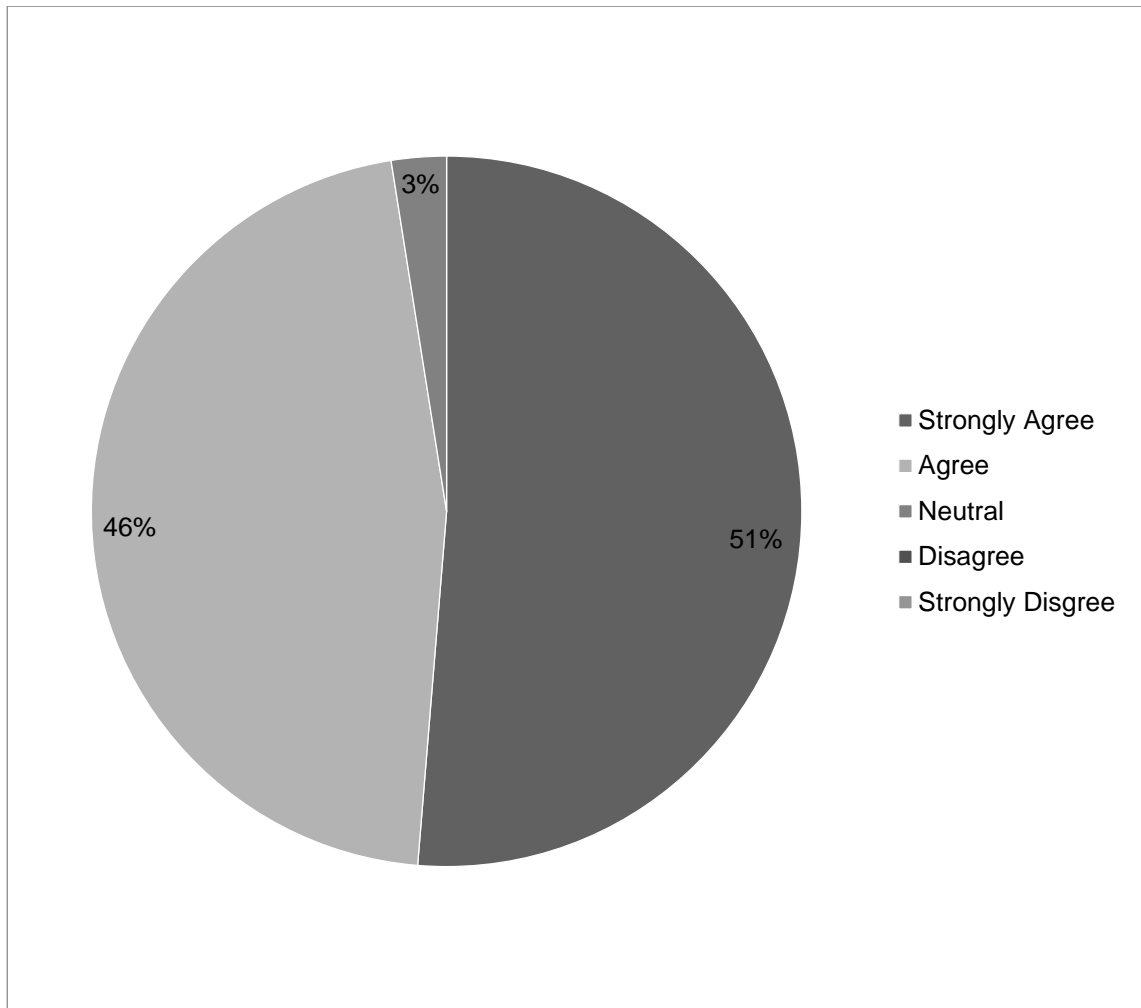
In response to the question about the learners' conviction about the contribution of class discussion in their learning process, 51.3% expressed strong conviction, 46.2% were also convinced about the significant contribution of the class discussions for knowledge construction, and only 2.5% of the participants did not seem much convinced about the idea.

Figure 8

Interaction with other students helps to learn new ideas for better understanding
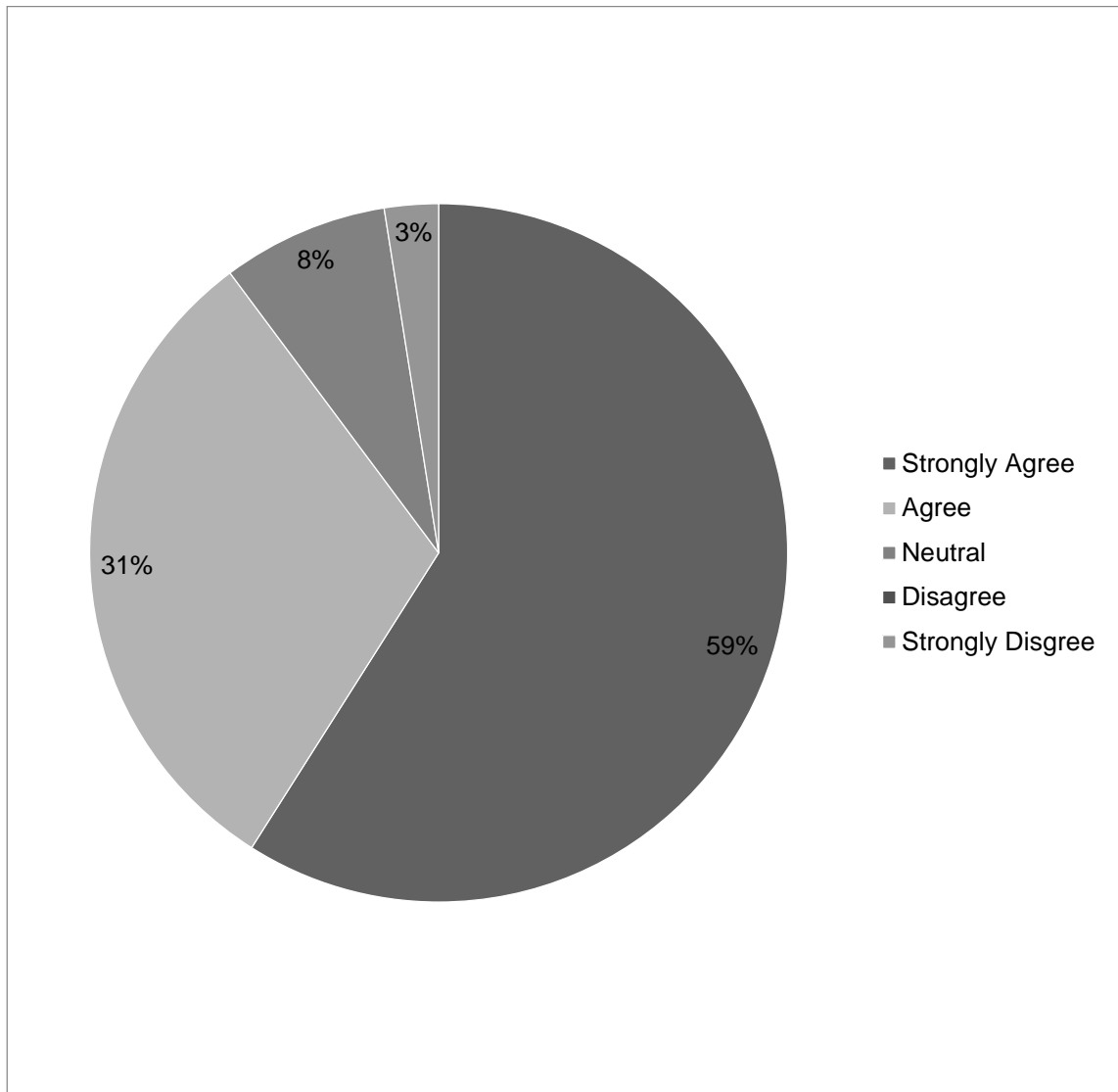
Majority of the learners, almost 90%, believed that group interaction and collaborative learning activities provided them with the opportunity to learn new ideas from the other learners and helped them understand the new notions that they could not do by their own. 7.7% of the learners were not quite sure about learning through group interaction, may be, they are the ones whose comprehension is better than the other learners in the group.

Figure 9

The flipped approach has helped me learn more than I would have if we had used in-class lecture and discussion methods only.
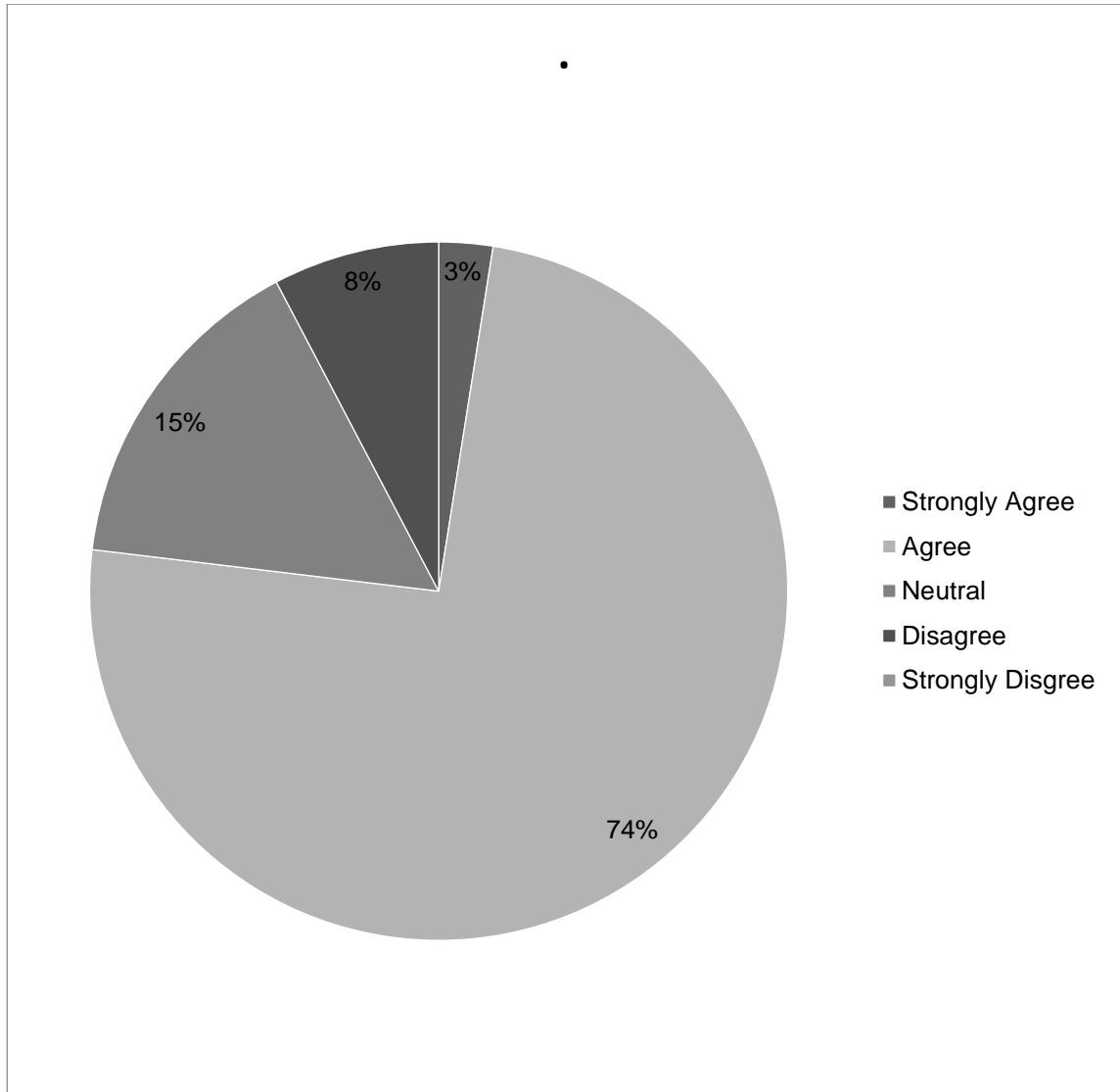
77% of the learners preferred flipped learning approach for learning over in-class lectures and only discussions instead of doing any practice activities. 15.4% of the learners do not have any clear opinion about the usefulness of the flipped approach, and 7.7% prefer to learn from the teachers' lectures, instead of working independently.

Figure 10

Doing the writing tasks in the class when other students and the teacher are available to answer questions is more conducive than doing the assignment myself at home
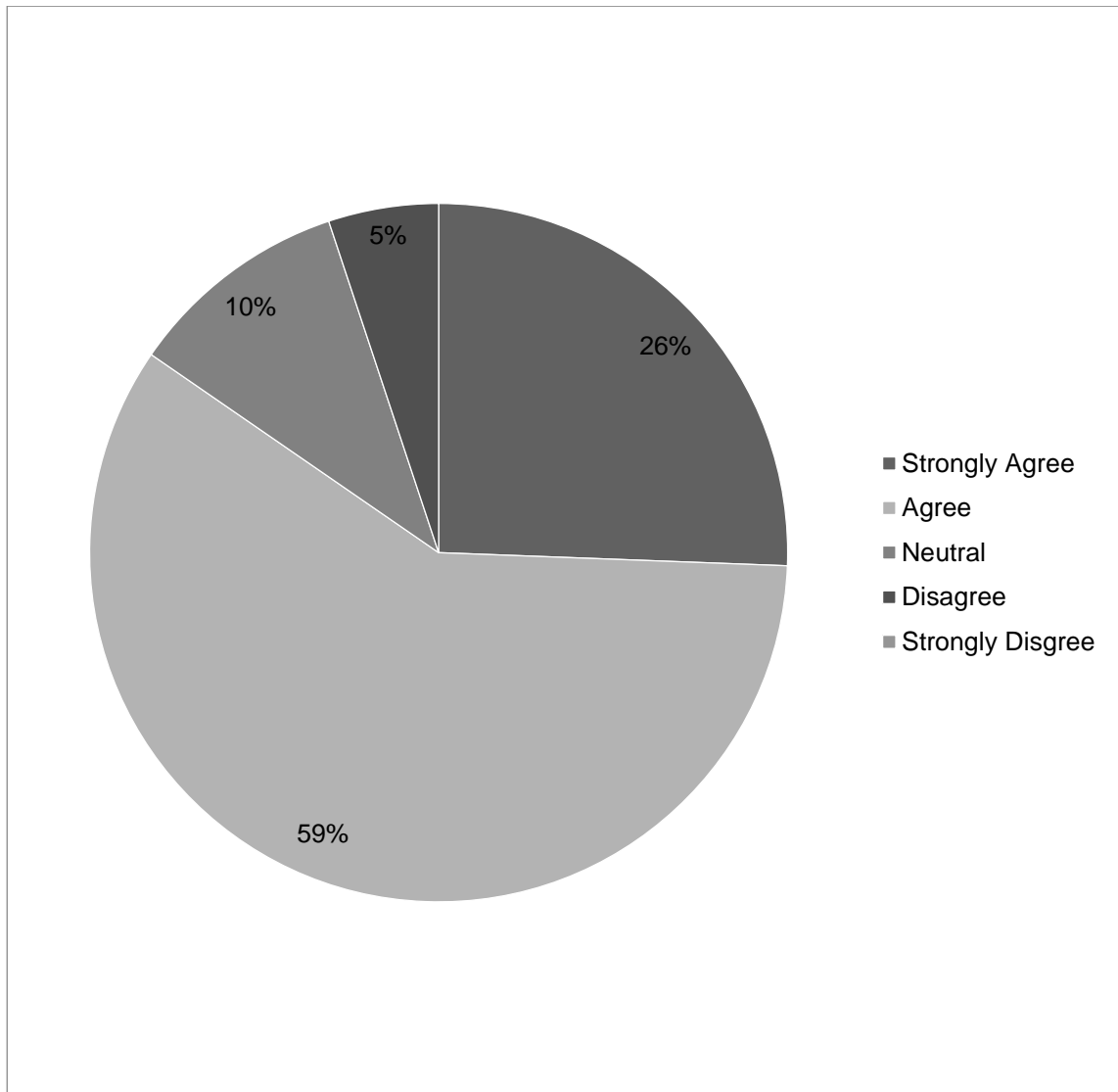
When the data was analyzed to find out how conducive the flipped classroom is to construct knowledge and to complete the learning tasks, it was observed that 84.6% of the learners find it more conducive as the teacher and their peers with better comprehension level and more advanced skills are present in the class to facilitate and guide them for completing their writing tasks, whereas 10.3% of the learners were uncertain about it.

Figure 11

Doing the actual task and writing practice in class, under the teacher's supervision,
keeps me more focused and on time.
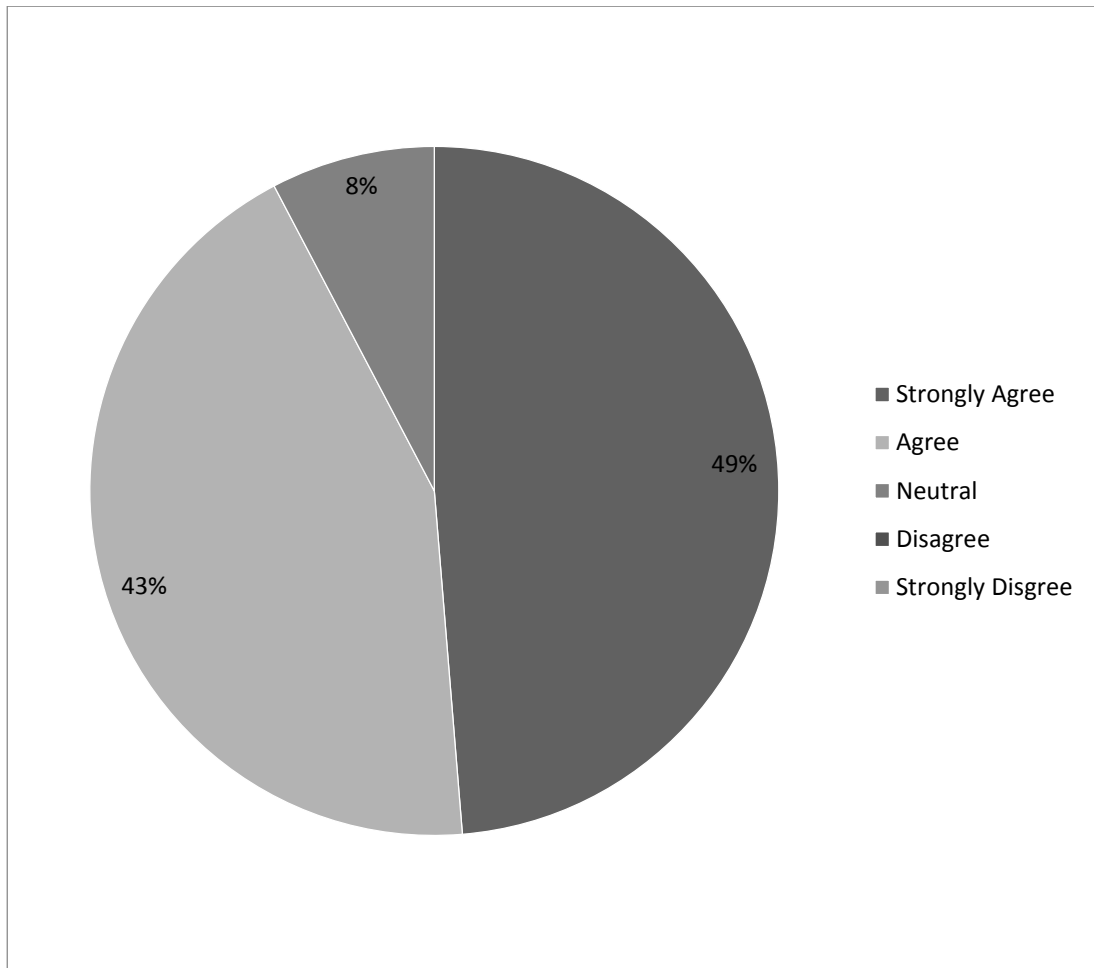
5.1% of the learners did not find flipped learning environment quite
favourable for completing writing tasks with more focused attention and they wanted
to complete the writing tasks at home. However, 92.3% of the participants preferred
to complete writing tasks inside the face-to-face class under the direct supervision of
the teacher as they get a quick feedback from the teacher and can modify their
writing, and because of the continuous monitoring by the teacher they stay focused
and complete their work with full concentration, 7.7% of the respondents were
confused whether they wanted of work under the teacher's supervision inside the class
or wanted to work at home.

Figure 12

The Flipped classroom improved collaborative learning through group communication and peer assessment.
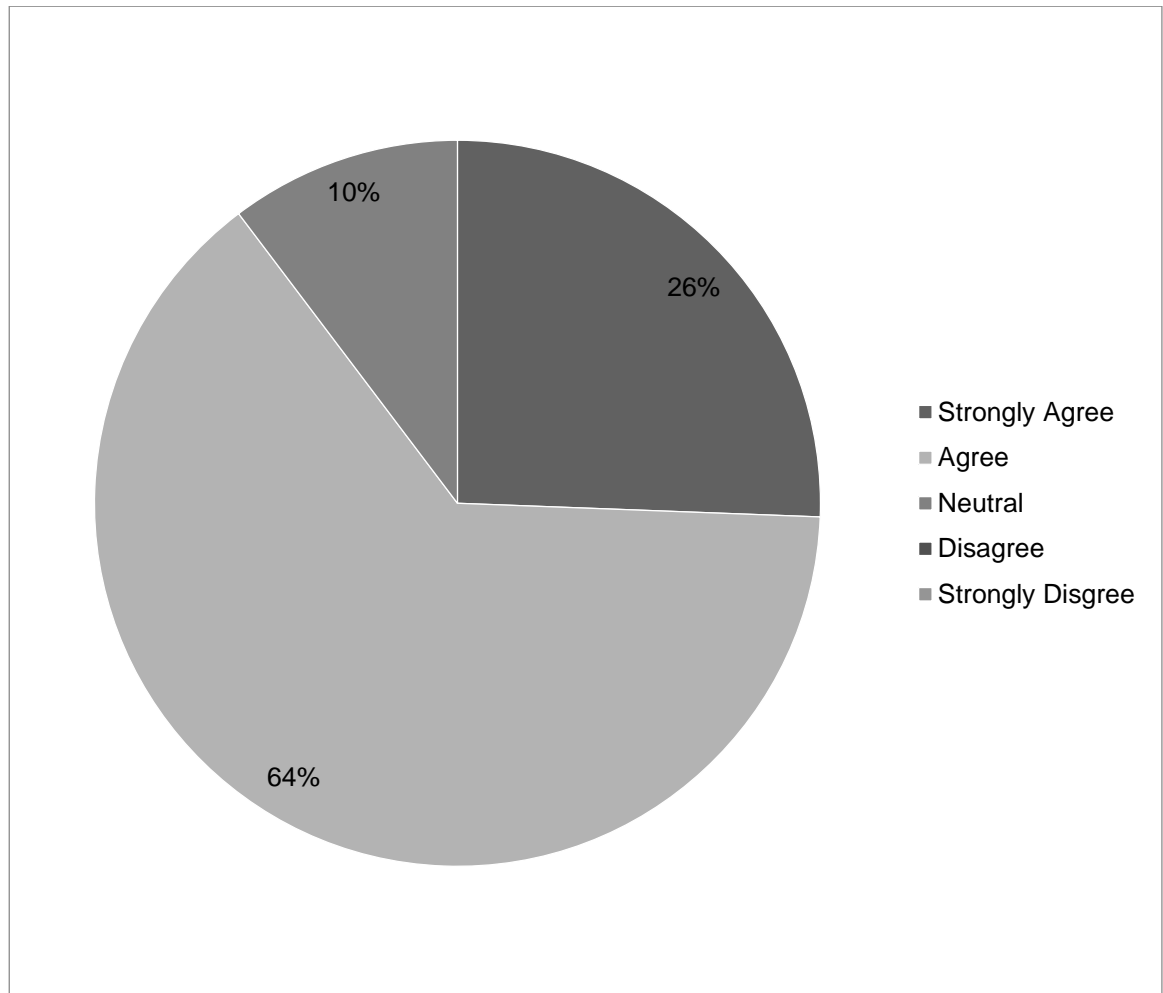
Peer review and peer assessment is deemed as an important element of collaborative learning, so it was incorporated in the flipped learning design adapted for the study to improve the literacy skills of the ESL learners. In this experimental study the researcher involved the learners in peer review and assessment by asking the learners to assess each other's' learning tasks and ensure that they have incorporated all the important ideas and content in their writing. About 90% of the learners were happy about the interactive activities, peer reviews and peer assessment, considering it a part of collaborative learning(Vygotsky, 1978), however 10.3% of the learners were not in great favor of such collaborative activities, however, they also did not disapprove them completely.

Figure 13

Flipped classroom enables me to think critically and creatively
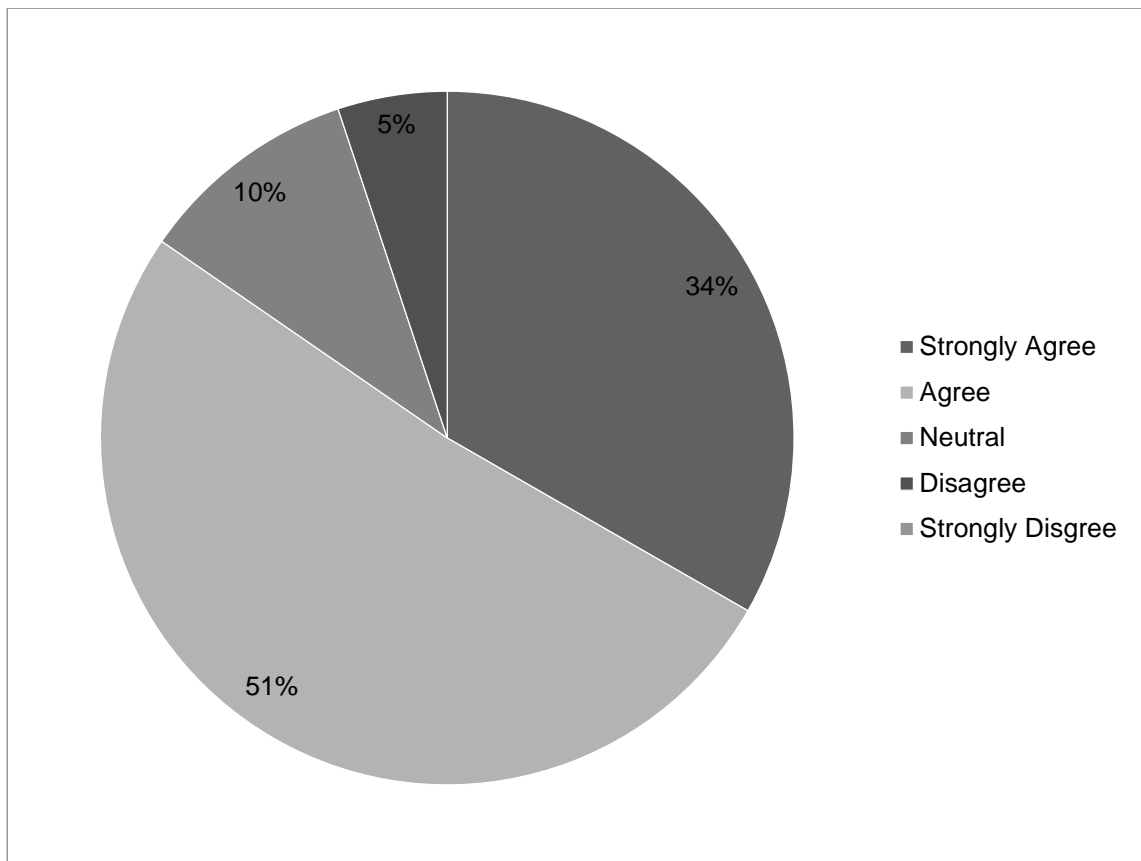
33.3% of the learners had a strong conviction that flipped classroom made them a more critical thinker, and a more creative writer, 51.3% also agreed that flipped classroom helped them develop their creative and critical thinking skills. On the other hand 5.1% of the subjects denied any contribution of flipped classroom for developing critical thinking of the learners, and 10.3% remained neutral about the argument.

Figure 14

In Flipped classroom we participate more actively
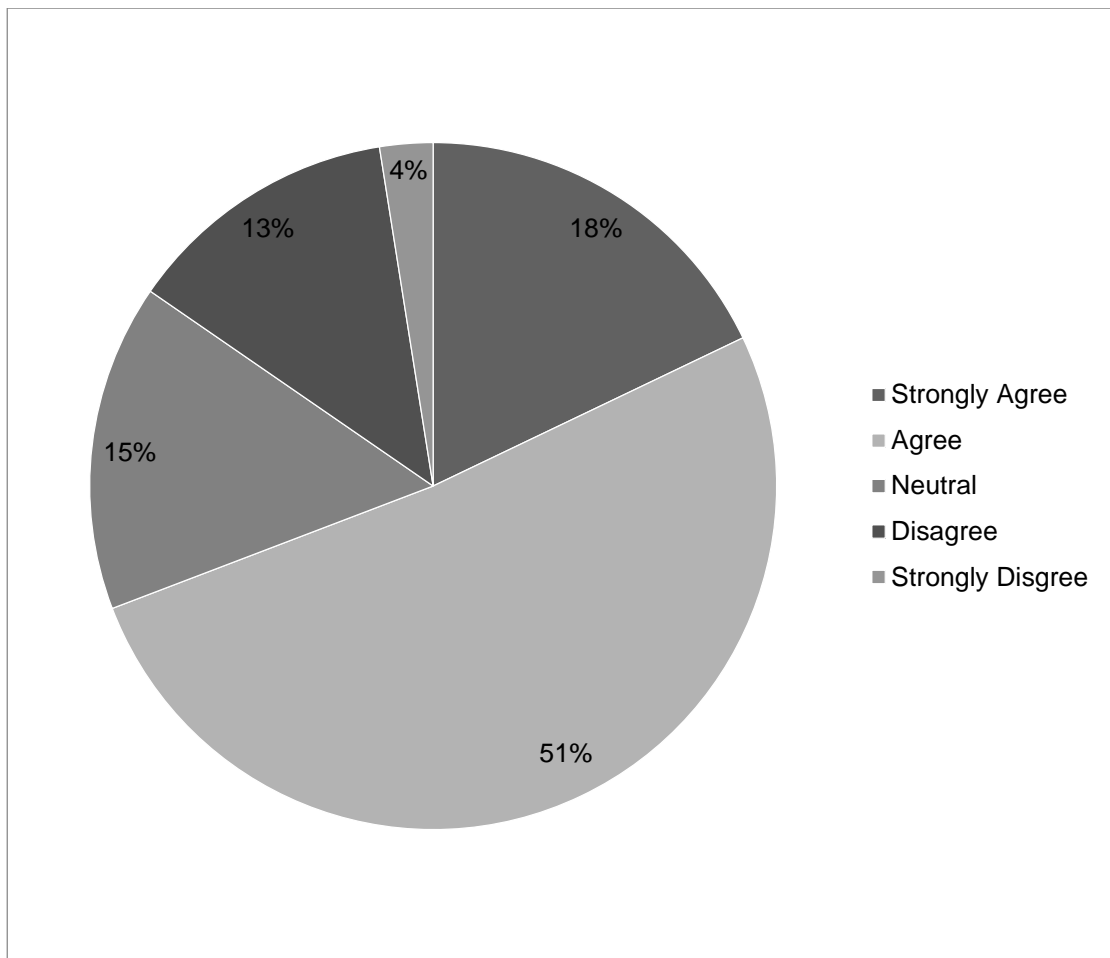
About 70% of the learners, making the majority, found flipped classroom more engaging than traditional classroom, as it provided them a chance to communicate to each other, to discuss the lesson content and to take an active part in learning, instead of just listening to the teacher's lecture. 15.4% of the learners were half convinced, and 15.4% of the learners did not approve flipped learning strategy as an interesting way to construct knowledge.

Figure 15

Flipped classroom leads to learner autonomy
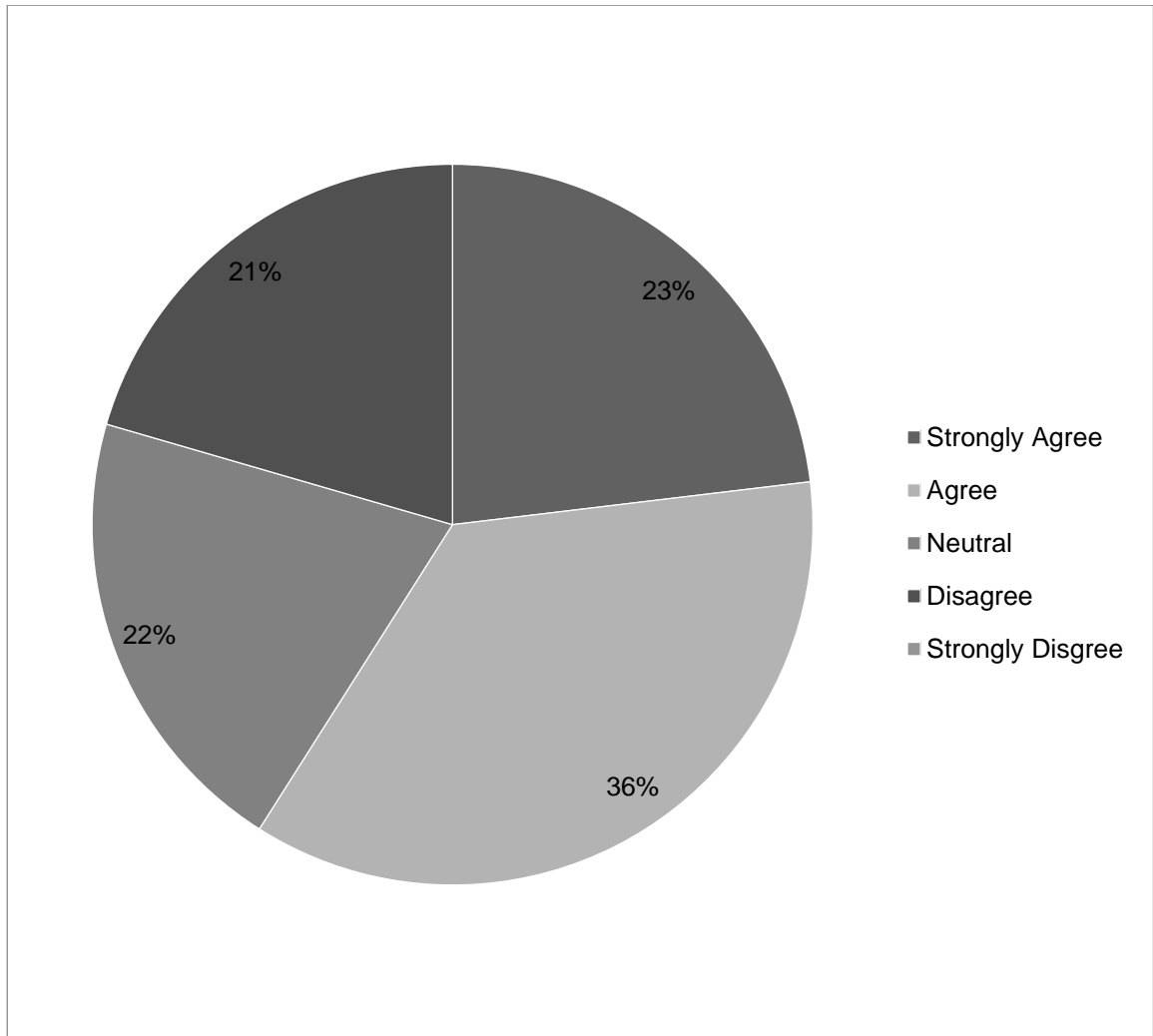
After studying through flipped classroom model 59% of the learners felt themselves to be more autonomous learners and they believed that they could work independently to explore information and to develop understanding using multiple resources other than the teacher's lecture, however, 20.5% preferred to learn through teacher's lecture considering teacher more knowledgeable, and 20.5% favoured the learning autonomy with more guidance and facilitation from the teacher.

Figure 16

I believe that I am able to learn material with flipped classroom instruction better than with traditional lecture-based instruction
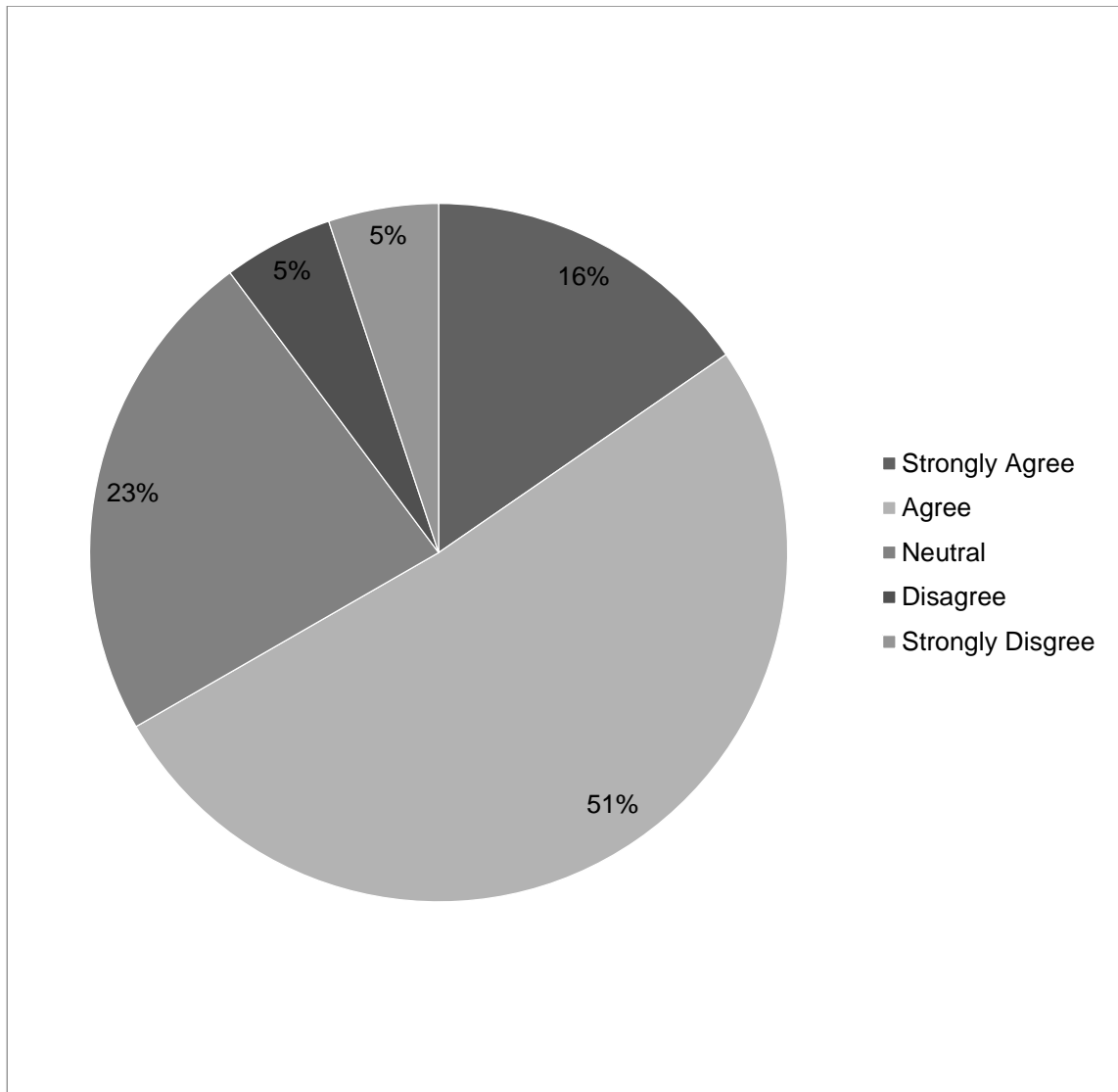
When asked about their preference for flipped classroom and traditional classroom, after providing them opportunity to experience flipped learning environment, 66.7% of the learners preferred flipped classroom, however 10.2 % learners still wanted to listen to the teacher's lecture inside the class, as they were not ready to learn independently and were more used to rely on the teacher. In fact, they were not quite confident about their own skills and they needed the support of more knowledgeable other, their ZPD may be low.

Figure 17

I feel that learning through flipped classroom has improved my course understanding, my reading comprehension and my writing skills.
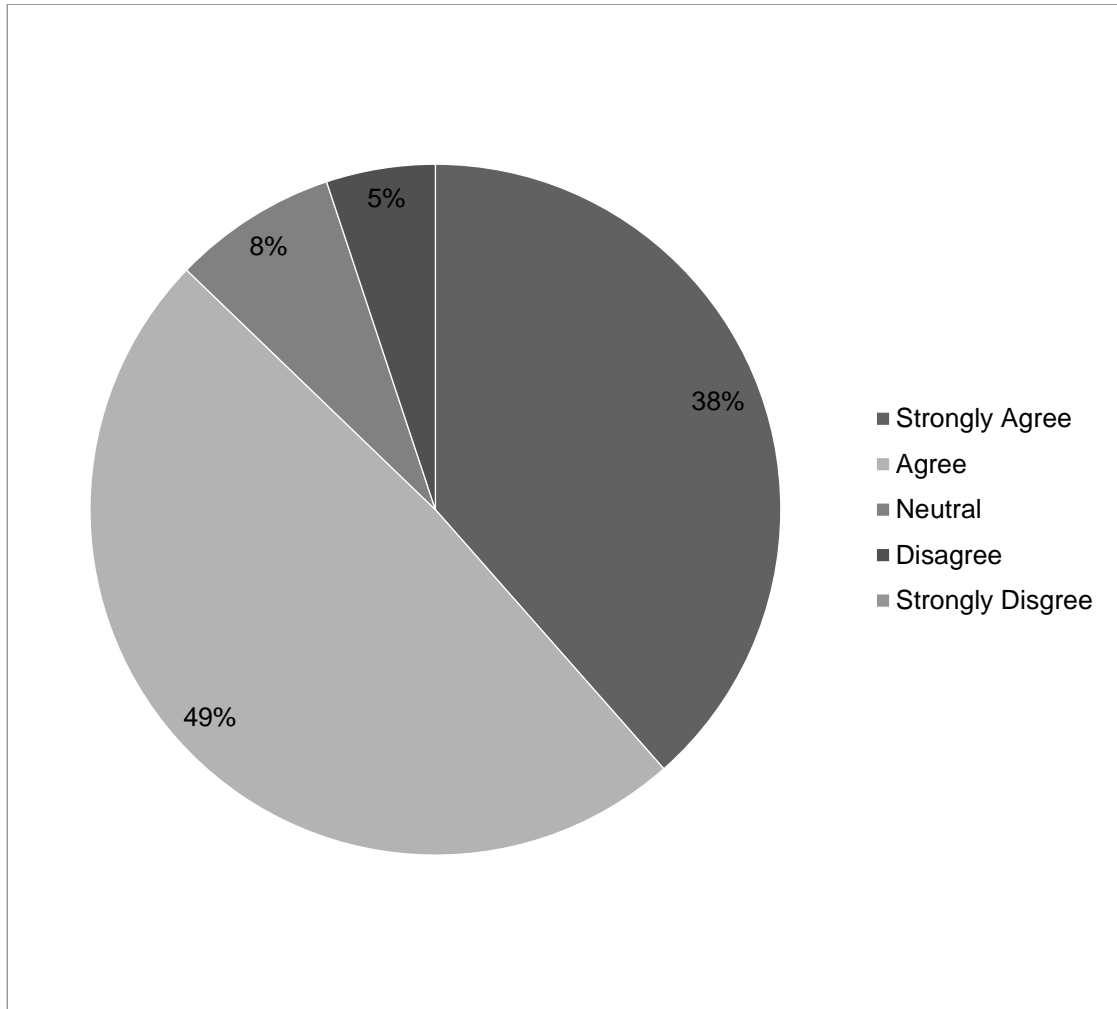
In context of developing literacy skills, 87.2% of the learners felt that their course understanding and their literacy skills were developed through flipped classroom, only 5.1% of the learners did not advocate flipped learning to develop literacy skills.

Figure 18

Flipped classroom helps to improve grades by developing literacy skills in English
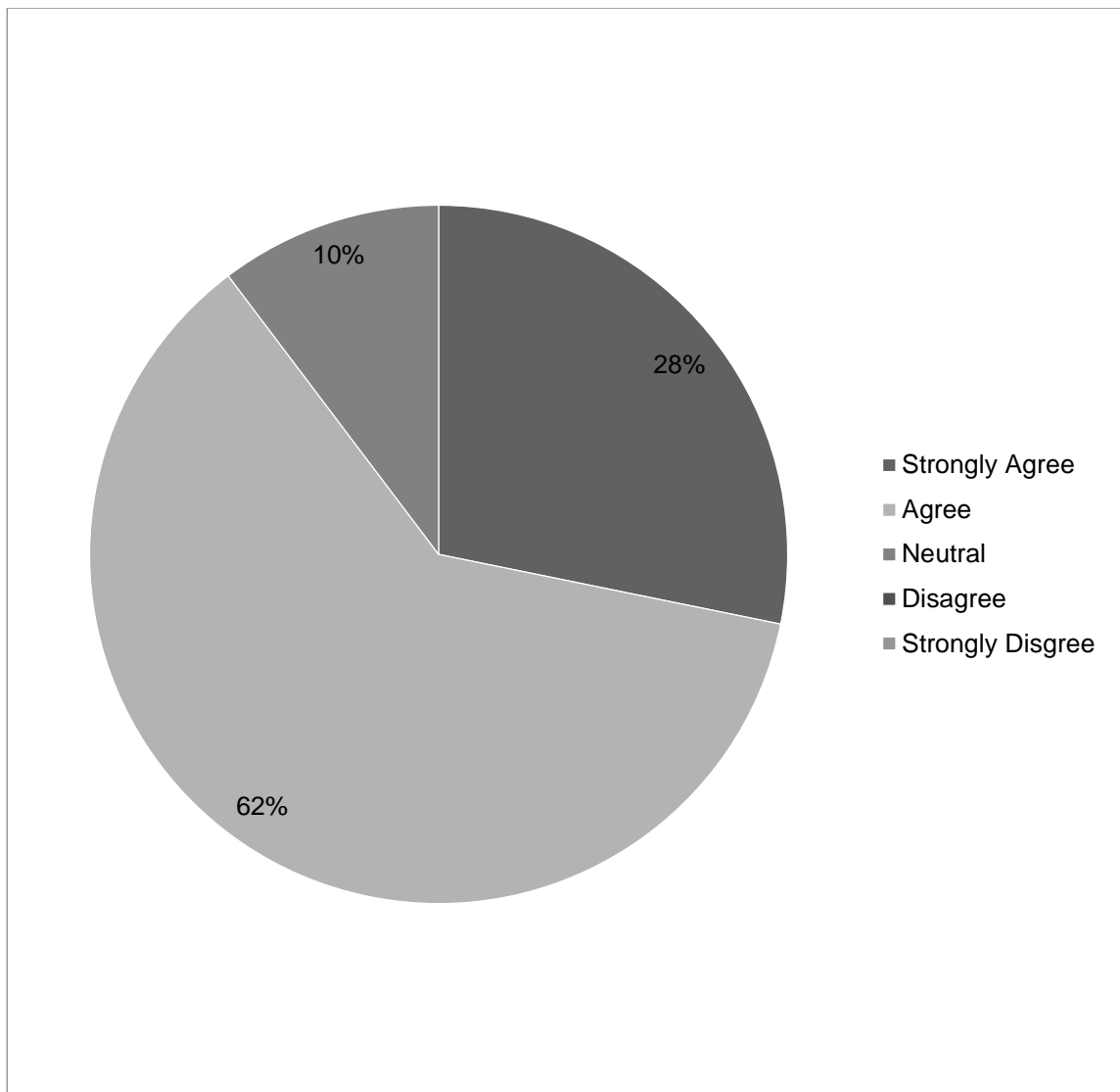
89.7% of the learners were quite hopeful to get better grades in their English language course as they had worked actively in the class and had got greater opportunity to practice their reading and writing skills as they had studied the course in a flipped classroom environment.

4.4 Statistical Analysis of Learners' Feedback Questionnaire

Mean score of each item of the likert scale is taken to calculate the weighted average of the scale to further evaluate how learners perceive the flipped classroom strategy for developing their literacy skills. The mean score represents actually how the learners have responded to put the items of the scale related to different elements of the flipped classroom in the point value between 1-5.

Table 3

Number of respondents for each point and the mean score of the scale items

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean (Average response)
		1	**2**	**3**	**4**	**5**	
1	The flipped classroom, with content delivery outside class, and doing the actual tasks in class, is an appropriate method for developing language skills			4	22	13	4.23
2	Watching video and learning foundational content prior to class greatly enhances my understanding of material and helps me to participate actively in the tasks inside the class			2	22	15	4.33
3	I regularly use the resources provided online such as video lectures, practice activities, sample writings, and reading materials.		1	6	15	17	4.23
4	I feel that watching video lectures, and taking notes before coming to the class contributes to my learning		1	2	17	19	4.38
5	I felt prepared to complete course tasks in class after listening to the video content and I participate more actively in the group discussions and the other class activities		1	5	20	13	4.15

|							
6	I believe that discussions at the beginning of the class contribute to my learning.			1	18	20	4.48
7	Working in groups provides me opportunity to interact with other students of the class and learn new ideas, it also helps me understand the materials and tasks that I could not do by my own.	1		3	12	23	4.43
8	The flipped approach has helped me learn more than I would have if we had used in-class lecture and discussion methods only.		3	6	29	1	3.71
9	Doing the writing tasks in the class when other students and the teacher are available to answer questions is more conducive than doing the assignment myself at home.		2	4	23	10	4.05
10	Doing the actual task and writing practice in class, under the teacher's supervision, keeps me more focused and I am able to do my work in time.			3	17	19	4.41
11	The Flipped classroom improved collaborative learning by providing me greater opportunities to communicate with other students, to review and assess my peers work.			4	25	10	4.15
12	Flipped classroom enables me to think critically and creatively.		2	4	20	13	4.12
13	Flipped classroom is more engaging than the traditional classroom, as instead of passively listening to the teacher's lecture, we actively participate in discussions, listen to each other and complete the assigned task inside the class.	1	5	6	20	7	3.69
14	Flipped classroom learning has reduced my dependency on the teacher, as now my learning is not dependent on the teachers lecture only.		8	8	14	9	3.61

| 15	I believe that I am able to learn material with flipped classroom instruction better than with traditional lecture-based instruction.	2	2	9	20	6	3.66
16	I feel that learning through flipped classroom has improved my course understanding, my reading comprehension and my writing skills.		2	3	19	15	4.20
17	I expect to get a better grade at the end of the semester, after studying through flipped classroom			4	24	11	4.17
	Total mean score of the responses on all the items						**70**
	Average score of the scale						**4.11**

The table shows the number of learners responding to each sentiment level (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree), the mean score for each question of the questionnaire, total mean score of all the questions and the average score of the scale.

To calculate the mean score of each question on the questionnaire, the researcher calculated the total number of responses for each sentiment level (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree) and multiplied the numerical value of each sentiment level (1-5) by the number of respondents. It is obvious that for most of the questions mean score is above 4 that shows the learners' positive attitude towards the flipped learning. However the mean score of the question 8,13, 14, and 15 is between 3 to 4, that means the some of the learners are not quite convinced for their preference of flipped classroom over traditional teaching style.

The table also presents the total mean score of all the questions that is 70. Then the weighted average of the scale is taken by dividing the total mean score of all the questions by the number of questions. The weighted average is taken for the interpretation of the overall sentiments of the learners towards flipped classroom. The weighted average of the scale is 4.11 that is again positive.

Table 4

Interpretation of the weighted average of the feedback questionnaire to evaluate the experience of the flipped classroom

Weighted average	Result	Result Interpretation
1- 1.79	Strongly Disagree	Highly Inappropriate
1.80-2.59	Disagree	Inappropriate
2.60-3.39	Neutral	Neutral
3.40-4.19	Agree	Appropriate
4.20-5	Strongly Agree	Highly Appropriate

The above table presents the interpretation of different ranges of the weighted average of the scale. As noted in the Table 2, the weighted average of the scale is 4.11 that falls in the range of Agree (3.40-4.19). The results indicate that the participants of the study consider flipped classroom an appropriate method to develop their literacy skills

4.5 Thematic Analysis of Qualitative Data

The qualitative data for the study was gathered through the open-ended questions included in the feedback scale to collect the learners' responses about the element of the flipped classroom that they liked the most and the facilitations and considerations required from the teacher to improve the experience of learning through a flipped classroom in Pakistani context. The qualitative data set also included the researcher's personal observations and the learners' opinion about flipped classroom strategies gathered through informal interaction with the students during the flipped classroom sessions that were recorded in the researcher's reflective journal. The conclusions drawn from the qualitative data address the research question about how to improve learners' experience of flipped classroom in Pakistan. However, this data is also used to interpret the key considerations for successful implementation of different aspects of flipped classroom to help the learners in knowledge construction and for developing literacy skills of learners in an ESL context.

Thematic analysis is selected as a method to analyse the qualitative data because this is a flexible method (Braun & Clarke, 2006, 2014; Cheema & Malik, 2021; Kiger & Varpio, 2020). It is especially useful method of analysis for investigations addressing under- researched area or an issue lacking the participants' point of views (Braun & Clarke, 2006; Nowell et al., 2017). For data analysis, the guidelines of thematic analysis by Braun and Clarke (2006) were followed. According to the guideline, there are six phases of analysis i.e., familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining, and naming themes, and producing the report (Braun & Clarke, 2006).

The method of analysis chosen for this study is a hybrid approach of qualitative methods of thematic analysis (Fereday & Muir-Cochrane, 2006), as it incorporates both the data-driven inductive approach (themes emerging from participant's discussions) of (Boyatzis, 1998) and the theoretical or deductive approach (in which themes are derived from the theoretical or philosophical frame work) outlined by (Crabtree, 1999). The reason to chose hybrid approach is that "no matter how strongly the themes are linked to the data themselves… the researchers cannot free themselves of their theoretical and epistemological bindings" (Braun & Clarke, 2006).

The themes were developed by carefully analyzing the qualitative data set to explore the repeated patterns related to the different elements of the flipped classroom applied for developing ESL literacy and learners' response to different aspects of the flipped learning design and constructivist learning approach as observed by the researcher. Finally, the themes were named concisely and briefly, according to their content. The main themes identified from thematic analysis were named as: pre-class tasks; learner autonomy; collaborative learning; Active learning; in-class activities; and teacher facilitation.

4.5.1 Video-lectures and Pre-class tasks: Following flipped classroom design the learners were provided with the video lectures, reading materials and small comprehension tasks to complete before coming to the class where the participants had to perform more creative tasks. Gathered from the feedback of the learners and the teacher' reflective journal it was observed that most of the learners liked the online lectures and the pre-tasks that they used to do before coming to the class, because they were of the view that those tasks enhanced their understanding of the

content and materials so they felt more prepared for the class. As one of the participants shared, "*Getting an idea of a new concept before coming to class and watching the online/ recorded lectures helped me in learning more on my own and I became more responsible in learning*". The participants of the study considered the online/recorded lectures a very useful and valuable resource that is always available with them as one of the participant said "*The best part of it is that if I am absent on some day and I miss some content, I can easily cover it later on because the video lectures are always available with me*", another student opined, "*I don't have the fear to stay behind if I could not go to the university because I had the video lecture and handouts*". However, one of the participants did not seem ready for the flipped design and preferred the traditional way of teacher teaching in the class and she expressed it like, "*You should explain the concepts yourself in the face-to-face class, instead of online lectures or video lectures*".

4.5.2 Learner autonomy: Learner autonomy includes the freedom of learner to work by himself on his own pace and time, as well as the responsibility of his learning that he takes himself instead of relying on the teacher only. Flipped classroom gave learners a feeling of autonomy that showed that the learners were ready to take the responsibility of their learning. They expressed their feelings about their autonomy in learning as, "*Watching video lectures at home, because I can learn in my own style, and I can replay them again and again until I understand the concept*". This sort of ideas reflect that the learners enjoyed the autonomy provided by the flipped design. The researcher observed that the learners were not very confident about their understanding in the beginning of the experiment about learning independently through video lectures and reading materials, however, towards the end of the semester they were quite comfortable with it and they used to explore more resources themselves to clarify their concepts. One of the participants also shared this opinion as, "*After studying through online resources we are now trained to explore meaningful sources by our own*", another learner stated, "*You can give us choice to choose our own resources, materials, and videos to understand the basic content*".

4.5.3 Collaborative learning: Collaborative learning is learning through interaction with the other members of the group. The participants of the study were engaged in the activities like group discussions, peer feedback, group assignments, pair work etc. Most of the participants had positive views about the collaborative

learning aspect of the flipped design, as they shared that working in groups and interacting with other students helped them to develop better cognition, and this also helped them in developing their comprehension and writing skills. When asked about what did they like the most about flipped classroom one of the participants said, "*I liked to work in groups as I used to learn new ideas from the others",* another one said*, "When working with my class fellows in group discussions, I could easily ask them what I did not understand, but I was hesitant to ask it from the teacher",* one other said*, "Working with other more intelligent students who helped me to do my task in a better way*". However, a few of the learners did not feel comfortable with group learning and they wanted to work individually, as one of the participants was of the view, "*There should not be any group work I like working independently or with the teacher".* The learners were able to overcome such problems in the tasks that they performed after working in collaboration with their peers who had more developed language skills. They were able to improve their English language skills when they reviewed the other learners' work and also through the feedback they receive from the other learners. Improvement in the writing tasks of the struggling students was also observed after participating in group discussions and collaborative activities.

An important observation of the teacher about collaborative learning is related to group work. The teacher has recorded in her reflective journal, "when *dividing the learners in groups it's important to consider that the learners should interact with different members of the class for different activities so that they gather more ideas*,", and also, "*the teacher should apply different group making strategies to make mixed ability groups so that the struggling learners should get opportunity to work with more intelligent learners".*

4.5.4 Active learning: In flipped classroom the lecture component and basic concepts are covered through video lectures and pre-class tasks that the learners are to complete before coming to the class. When they come to the class they are engaged in actual tasks that involve application of the knowledge and information that they gather from the video lectures and reading materials. Active learning of participants is considered to be the significant contribution of the flipped classroom. When learning through flipped classroom, the learners were observed to be more active in the class and they also admitted this like, "*I do not feel sleepy in the class, as I am busy in discussions and doing my task*". They also valued their active participation in the

learning process. The learners were of the opinion that practicing and developing their actual comprehension and literacy skills through this blended learning model helped them to improve their understanding of the other subjects, "*Participating in discussions, asking questions and doing the writing tasks keeps me active in the class and it helps me improve my learning and my grades too*". Their active participation in learning enabled them to perform better in the other subjects as now they can comprehend and explain the lesson content themselves.

4.5.6 Face-to-face sessions and In-class activities: Face-to-face sessions are an important component of the flipped classroom. Face-to-face sessions of the flipped classroom made it a preferred model of learning over online/ digital learning for the learners. Most of the students liked doing the writing tasks and more challenging activities inside the class because they were of the opinion that inside the class not only that they remain more focused, but the facilitation provided by the teacher and support of the peers gives them more confidence to complete their tasks independently, so they practice their actual writing skills instead of relying on the other resources like internet. Some of them wanted to complete the writing tasks at home after the face-to-face session, because they wanted to review the materials again after discussing it in the class and before completing the writing task.

4.5.7 Teacher Facilitation: Majority of the learners were satisfied with the facilitation provided by the teacher during face-to-face sessions of the flipped classroom. They viewed teacher facilitation as, "*The teacher was always there to help me for completing the task inside the classroom*", and "*When we were discussing the topic the teacher was around and she also checked our written work side by side, we could take help from her if we faced difficulty,*" and "*we liked to do writing tasks under the teachers supervision as she was there to correct us*".

Some of the learners, however, expect more facilitation from the teacher in a flipped classroom. The learners expect more facilitation in terms of more video lectures recorded by the teacher himself/herself as they were more culturally embedded and grade appropriate. Some of the learners wanted the teacher to give them more freedom to select and explore the learning materials themselves, and some wanted more practice exercises for further development of their literacy skills. One of the very valuable suggestions by the learner was to provide more structured mechanism to assess students understanding of the content before coming to the class,

as, according to her, the small comprehension activities provided by the teacher to complete before the class were not followed properly by the learners. Some of the learners suggested that the teacher should recap the important points of the video lecture in the beginning of the session, instead of learners asking questions from the teacher related to the content; it might be because they needed more scaffolding for autonomous learning strategies as applied in the flipped design of education. *"The teacher should provide some printed material also, because sometimes I am unable to download online materials and video lectures because of poor internet"*. Some of them required facilitation in terms of *"more opportunity to work with others in the class", "giving more practice activities"*, and *"more time to explore materials so that we have more time to work on it and get hold on the concept"*. One of the most valuable suggestions was to, *"provide a mechanism to assess students' understanding"*.

4.5.8 English language conventions in ESL context: When the learners' tasks were evaluated on the rubric it was observed that in the tasks completed in the beginning the course participants being the learners of English as second language at undergraduate level, faced some difficulty to follow the conventions of grammar as they were not able to use tenses properly, they also faced difficulty in subject verb agreement, and use of appropriate form of verb with auxiliaries e.g. *"to introduced, did not even thought, will learnt, will prepared, do not used to, things happens, these was not unbearable, he divide, he tell us, he conclude, the researcher give, the researcher explain, this article give use, he debate, it also represent, this article suggest, author has justify, these problems was resolved, girls and boys chooses" etc*. Some irregularities in use of plurals were also observed like the learners used *lifes instead of lives*; in use of articles with uncountable and abstract nouns like *a fresh air*, rules of punctuation like use of apostrophe 's' *everyones life, instead of everyone's life, child life, child nature*, in use of preposition e.g. *aware from, instead of aware of, agree on, instead of agreed to, requested from, instead of requested to*, in use of noun as verb without changing the spelling, like the *writer emphasis*, instead of *the writer emphasizes, it's not save to, instead of it's not safe to*; in the use of capitalization like *english, british*.

The quantitative data gathered through the learners' score in the written tasks and the likert scale of the feedback form is statistically analysed to evaluate the

efficacy of flipped classroom for developing EFL literacy of the learners, and to evaluate the learners' attitude towards the flipped classroom, respectively. The statistical analysis of the data presented in this chapter (results of paired sample *t*-test, and weighted average of the likert scale) proves flipped classroom to be an effective model of teaching for developing ESL literacy skills of the undergraduate learners in Pakistan, and the results also show that learners have a positive attitude towards flipped learning experience.

The qualitative data, gathered through open ended questions of the learners' feedback form and the teachers' reflective journal, is analysed through thematic analysis model presented by (Braun & Clarke, 2006). The analysis shows that different strategies of flipped classroom including collaborative learning(Vygotsky, 1978) and active learning (Bruner, 1961)applied to involve the learners in knowledge construction and developing their skills by engaging them actively in the learning process to make them autonomous learners have been appreciated by the learners, and the learners have also suggested some improvements to enhance the flipped learning experience in their context.

4.6 Triangulation of Data

To develop a holistic perspective about the efficacy of the flipped classroom for developing ESL literacy skills of the learners, the researcher in this study has applied a mixed method of research, in which both quantitative and qualitative data is gathered through three different tools; and to validate the results of the study, triangulation is used to compare the results of the study to find out the type of overlaps in the dataset gathered from different tools used in the study.

The element of convergence can be observed in the findings of the study as the results of the data gathered from the likert scale and the results of the learners' scores in the writing tasks indicate a strong degree of overlap, as both the results approve flipped classroom as an effective method to develop ESL literacy skills of the learners. Within-method triangulation i.e. the use of varieties of the same method to investigate a research issue (Bryman, 2001), is also used in this study. As, the feedback questionnaire includes both open and closed question.

CHAPTER 5

DISCUSSION

In this study the effectiveness of flipped classroom for developing literacy skills of the ESL learners have been explored and the experience of the learners who have practiced their literacy skills through flipped classroom has also been evaluated to trace the appropriateness of flipped classroom at undergraduate level for developing English language literacy skills in an ESL context. The study has further investigated the improvements to be made to flipped learning model to make it more meaningful for Pakistani learners of English.

In the current chapter the results of the research are discussed keeping in view the key findings of the study and by relating the highlights of the current research with the conclusions drawn by the other researchers in the related studies.

By examining the studies conducted to evaluate the effectiveness of the flipped classroom in developing English language skills of the learners at different levels of education in different contexts (as presented by (Nwosisi et al., 2016); (Kvashnina & Martynko, 2016); and (Ngo & Yunus, 2021), it has been observed that in majority of the researches flipped classroom approach is found to be an effective approach to develop language skills of the students. The researchers like (Machi, 2015)(Sakulprasertsri, 2017); (Graziano & Hall, 2017); (Cunningham, 2017); (M. Y. Abdullah et al., 2020) etc. who explored the effect of flipped classroom for developing English language skills particularly literacy skills of the learners have concluded that the learners get more opportunity to interact with the texts that helps them improve their reading skills; and interacting with the teacher and the other learners inside and outside the class further deepens their cognition and comprehension of the course content. The current study also suggests that by completing their written assignments inside the class, or taking notes from the study materials and video lectures before coming to the class, the learners were able to develop their writing skills.

The current study was aimed at developing the literacy skills of the ESL learners at undergraduate level through flipped learning design. In this study reading skills of the learners were addressed indirectly through pre-class reading activities and

comprehension tasks and within the classroom major focus was to develop writing skills of the learners as writing is a productive literacy skill that is not acquired in natural environment rather it is learnt in academic settings (Pavanelli, 2018). In the classroom environment through interactive activities the learners get motivated to develop their writing skill (Khoiriyah & Aji, 2017). This skill requires not only the mastery of writing conventions like grammatical rules and spellings etc., but it also involves learning, cognition, application and synthesis of knowledge along with creativity and problem solving (Defazio et al., 2010). Though, it is a much needed skill to make the students effective communicators at almost all the levels of their academic life and even after completing their graduation when they are pursuing their professional career, yet, generally, learners avoid writing because they do not find it an interesting activity. Particularly, in an ESL context where writing in English is just an academic requirement, rather than a part of their day-to-day communication, and it is a sort of compulsion or obligation for the learners to develop their English writing skills, then learners find it highly demotivating and discouraging. In such a scenario, it is really a task for the ESL instructor to motivate learners for writing tasks and to ensure that the learners complete their written assignment genuinely. One of the major reasons for the lack of motivation for writing in English is lack of support for the learners in traditional teaching style. As, English is not used around them outside the class, and they do not get sufficient time inside the class to discuss the topic or their difficulties with the teacher, rather they have to complete the writing tasks at home, by their own, where there is no one to guide them if they face some difficulty (Khoiriyah & Aji, 2017).

The results of the study indicate a positive effect of flipped classroom on developing literacy skills of the students at undergraduate level. The results of the paired T-test applied to assess the significance of the effect of flipped classroom on ESL literacy development indicate the significance difference in the scores of learners from task one to the task five of writing that they completed during the course of the study. The positive development in the writing skills of the learners also indicates development in the comprehension skills of the learners, because the writing tasks that they completed inside the class were based on the video lectures and reading materials that the learners had to study at home independently to prepare themselves for the in-class activities. To support the learners in this regard, following the

suggestion of SIRAKAYA and ÖZDEMİR (2018), students were assigned smaller tasks like short answer questions, highlighting important points and MCQs etc. along with the reading materials and lecture videos as pre-tasks to prepare them for in-class activities and to establish synchronous communication, online classes were arranged during the lock down period to generate discussions and develop basic knowledge of the content on which the class activities were constructed.

The mean scores of the writing tasks indicate a gradual development in the writing skills of the learners. Initially the participants of the course being second language learners of English faced some problem in following English language conventions in terms of grammar and formation of sentences. But, as the course progressed, improvement in the writing skills of the students was observed not only in terms of language structures and grammatical rules, but in terms of idea and cohesion also. When working in collaboration, learners shared their understanding of the content and their experiences and learning with each other and through such discussions with their peers and by asking questions from the teacher, the learners with humble academic background were also able to develop better understanding of the concepts and could relate their experiences with their learning. Listening to the other learners with more advanced knowledge and skills helps the struggling learners to develop their skills in a more supportive manner(Sharma & Poonam, 2016). By listening to new words in a certain context, the learners were able to use them in their writing in an appropriate context ultimately there was improvement in their academic performance also. When listening to different perspectives and ideas, during discussions, the learners were able to analyse the materials more critically, that helped them to be more creative also.

Flipped classroom is a versatile model of instruction in which the learners are provided with the opportunity to develop their writing skills through interactive and motivating activities in a more flexible learning environment (Köroğlu & Çakır, 2017). Learners also identify the use of the flipped model as more effectual source of learning in which they can enhance their writing skills by interacting and collaborating with their teachers and peers (Pavanelli, 2018).

Another important consideration for conducting this experimental study with the flipped classroom was to develop higher order thinking skills of the learners at undergraduate level. Developing higher order thinking skills through a language

course like English not only helps them develop their literacy skills in English but also develops their critical thinking, evaluation, synthesis and problem solving skills that helps them study their major courses also. When using Bloom's taxonomy as a frame work for comparing the learning skills of the learners developed in ESL classrooms via flipped classroom practices versus conventional teaching practices Lockwood (2014) has pointed out that basic *knowledge* and *comprehension* of the learners can be developed through any teaching method applied to teach English, so they are developed in conventional type of lecture-based style of teaching with fewer language skill practice activities, but they are considered lower order thinking skills. In flipped method of language teaching, inside the class, the teacher engages the students in applied tasks like analyzing and evaluating texts; interactive activities like discussions and role play; and productive assignments like creative writing and presentations and interviews etc. Such an output-based environment of learning helps the learners enhance their higher order thinking skills , and provides them the opportunity to synthesize their new knowledge (Cunningham, 2017).

When asked about the features of flipped classroom that the learners liked the most, many of them were happy about the pre class activities like reading handouts and watching videos at their own pace and time, and doing the writing tasks individually, inside the class that shows that they enjoy freedom in learning. In a Flipped classroom learners accept the responsibility to explore the materials and to gather information related to the topic before coming to the classroom and it leads learners to develop autonomy (Turan & Cimen, 2020).

Sharing a variety of materials to prepare for in - class activities, and giving the learners freedom to choose their own materials to develop cognition and understanding of the course content helps to promote differentiated learning environment in teaching. In such an educational environment individual needs of all the learners are addressed and they can choose the study materials according to their own learning styles. In such a classroom where every learner has the opportunity to learn independently according to his own needs and learning style, every learner gets the equal opportunity to learn and to improve his performance.

To develop effective written communication, learners also need to be engaged in creative activities, in which they could interact with the learning materials as well as their peers and the teachers. Learning materials in form of text, podcasts and online

videos etc. can be used to familiarize them with text conventions like spellings, sentence structures, cohesion and paragraph construction etc. On the other hand the reviews and feedback that they get from their peers and teachers help them to further improve their writing skills. Flipped classroom can be an ideal model to apply in such a context.

When working in collaboration with their peers and interacting with the teacher inside the class they receive instant feedback on their writing that helps them to improve their writing. In a flipped classroom, along with the receiving supportive feedback and peer review, the learners also get the opportunity to evaluate their own work and to restructure their writing correcting their own mistakes (Pavanelli, 2018).

In a flipped classroom the learning material is provided to the learners through internet and other technological tools in form of video lectures, online teaching sessions and reading materials in soft form that they are expected to use out of the class according to their own pace and time. 95% of the learners have agreed that these materials helped them develop basic understanding of the content and prepared them to participate actively in class activities. These materials were shared with the learners through Google classroom; however, they can be made accessible for the students via any source that is convenient for them. Even social media sites like WhatsApp, Facebook etc. can also be used for this educational purpose. For the current study, the researcher has used Google classroom to interact with the students asynchronously and for sharing recorded lectures, links for online lectures, reading materials, and follow up activities, as the participants of the study were already registered to Google Classroom by their institution for online study because of COVID-19. And, for online lectures or to meet synchronously, before the resumption of the physical classes, Google meet was used.

The use of technology and internet in the flipped classroom design makes the accessibility of materials convenient for both the learners and the instructors. It is easy for the instructors to share materials with their learners, as the instructors can mutually decide with their learners about any convenient source for sharing learning resources. It is also advantageous for the instructors as they can exploit the materials and video lectures already available on internet related to the topic that they want to teach to their learners. The learners can also use already available devices to use these materials; they can even use their smart phones for this purpose. Another most

important advantage and contribution of these video lectures and reading materials shared with the learners in the flipped design, as the participants of the study have suggested, is that these materials are non-transient. That means, these materials are available with the learners to access, and to review whenever they need. They can rewind, pause, and replay the videos as per their pace and time, (Cunningham, 2017). If some learner is absent someday he does not miss much of the learning. They can share and discuss them with their friends even outside the class, when they are at home, using technological tools and digital media. Some of the students, may not have access to the internet or may not have any suitable technological devices available with them, but they can also be included in the class, as they can be provided the study packs in hard disks or they can get printed material to use outside the class to gather basic information and for preparing in-class discussions and activities.

83% of the learners have responded that they watch videos and use reading materials regularly before coming to the class. They believe that watching videos and taking notes before coming to the class contributes much in their learning, as after watching the videos and reading the helpful sources, they feel more prepared and can take an active part in class discussions and knowledge constructing activities inside the class. 92% of the course participants have agreed that these pre class materials contribute to their learning and Pavanelli (2018) has also endorsed the point that watching instructional videos prior to the face-to-face class, prepares and enables students to take an active part in class activities through which they expand their theoretical understanding of the new concepts. The major benefit of watching videos at home, for, the learners is that they can work at their own pace and access multiple sources available online to understand the new concept, they can use any type of available sources as per their learning style. Chuang et al. (2018) also endorsed the point that watching online videos at home by their own, in a more comfortable environment and in a self-paced manner motivates the students to enhance their learning and skills in the English course. So, The teachers, who intend to flip their classes, should select or prepare comprehensive and easy-to-understand type of videos for their students and should provide maximum support to develop a positive attitude towards flipped learning among students (Kayaduman, 2021). Learners with advanced-skills and creative-power are more likely to follow the flipped classroom

scheme as their learning is usually self-regulated, so they are always ready to watch video lectures in advance and gather information before coming to the face-to-face class sessions (Chuang et al., 2018). Internal motivation and self-directed learning are the key requirements of the flipped classroom model. (SIRAKAYA & ÖZDEMİR, 2018).This type of readiness and eagerness in online learning is an important instrumental factor to make the learners learn in flipped classroom and to make flipped classroom successful (Yilmaz, 2017). As findings of the study suggest that some learners were not very regular in watching videos and reading the resources shared with them to preview before coming to the class. They are usually struggling students or the students who are not motivated to learn independently so they may not be able to follow the flipped classroom procedures properly. Such students need to be regulated and motivated through a variety of strategies keeping in view their personal traits and their learning styles, because the flipped classroom cannot be successfully implemented without having the basic knowledge of the concepts covered through in-class activities (Chuang et al., 2018). Another reason for them not being able to normalize the flipped learning design may be the fascination of teacher-led classrooms, as after studying through traditional classroom method they are accustomed to it and it is not easy for them to shift to a new style of learning (Yilmaz, 2017). In some of the cases the learners were not able to access online lectures and reading materials in soft form because of unavailability of the appropriate technology. In such a case it is not necessary that the flipped materials are always tied to technology (Lockwood, 2014) , the learners can be provided with the paper based reading material or the text books that they already have with them and the teacher can prepare worksheets for them that they can use outside of the class.

The teacher's role is very significant in such a situation. The teacher needs to plan a more structured flip design for such a group of learners to familiarize them with flipped classroom procedures and he also needs to train them for how to utilize the learning resources and videos etc. before class for actual learning to happen inside the class (Sakulprasertsri, 2017). The teacher may need to plan some extra activities for such learners that they complete at home while utilizing the resources, and she may need to prepare some easy to understand handout and record short, simple and easy to understand videos for her learners.

Following the flipped classroom design learners were engaged in collaborative and interactive activities and the students worked with different members of the class. As it was an English language class and they were encouraged to interact in English, so that they could practice better language structures, and 90% of the participants have appreciated the collaborative and interactive activities inside the class. Students were engaged in the group work following the social constructivist, Lev Vygotsky's, view of collaborative learning. Collaborative learning is considered to be a collective process of learning in which all the members of a group are mutually involved to perform learning tasks (Roselli, 2016). Learners are involved in collaborative learning in all the language classes, particularly in a class where English is taught as a second language, teachers try to provide more chances to the learners to interact with each other in English, so that they could practice their English communication skills (Abdullah & Jacobs, 2004). When the learners interact with their peers, they not only practice their communication skills, but they also become autonomous learners who depend less on the teacher (Abdullah et al., 2020). 90% of the learners have agreed that flipped classroom is the best model for collaborative learning.

The purpose of experimenting flipped classroom in an ESL class in the current study was to evaluate how far active learning and collaborative learning strategies can reduce the learners' dependency on the teacher and can bring in autonomy within them so that they are ready to take the responsibility of their own learning. The results of the current study have proved flipped classroom an effective strategy to engage learners in collaborative learning for knowledge construction to make them active and autonomous, as almost 70% of the learners have approved that flipped classroom has provided them opportunity to communicate more with the other learners and has also reduced their dependency on the teacher. It is also observed that when the learners performed their course tasks, through collaboration and by actively participating in the class, following the discussions and learning at home independently through online video lectures and reading materials, their academic performance has improved gradually.

The learners have also agreed that when they work in groups, they learn new ideas from the other learners. When involved in group discussions, communication with other learners, who have more developed skills or come in the class more prepared, called More Knowledgeable Others (MKO) (Vygotsky, 1978), helps

students to develop better understanding of the new notions and gather new information from them. Following the same notion of constructivism, some of the learners highlighted in the Table 1 of the previous chapter (P-3, P-6, P-7, P-8, P-14, P-16, P-29 and P-33) had better literacy skills as compared to the other learners of the class, so they were used as MKOs to facilitate the learning of the other participants of the course. Keeping in view the constructivist approach when engaging them in group discussions, before doing the writing tasks, different grouping techniques were applied so that the learners could work with different members to improve their learning as everyone comes with his own experience. However, the researcher as course instructor has ensured that these MKOs must be part of every group so that they could support the other learners and could provide them a positive feedback to lead the learning towards the desired outcome.

By applying the important features of constructivism such as interactive and collaborative learning, developing Zone of Proximal Development (ZPD) through interaction with MKOs, and experiential learning theory, flipped learning has got a supportive evidence as an effective way to improve students' knowledge and performance in an English as a Second language course (Abd Rahman et al., 2021). Collaborative activities to make the students review and assess their peers' work, not only provide a quick feedback to the learners but also enables weak learners to learn through observing their peers performance (M. Y. Abdullah et al., 2020). The learners engagement in feedback through peer review can also improve their English writing skills, particularly when they are learning it as a second language (Saeli & Cheng, 2021).

Group learning can sometimes have some negative effects also, as students either rely on the other students more than themselves or they get passive, sometimes. The teachers, in a flipped classroom should be an intelligent manager also and he needs to make groups intelligently, so that the students do not feel controlled and they also get a chance to interact with some more knowledgeable other (MKO) to enhance their learning. It was, also, observed by the researcher that the students, who were irregular in the face-to-face classroom, though had recorded lectures, still they could not improve their performance, as they did not practice their skills inside the class and they could not get a chance to interact with the MKOs.

Remarkable improvement was observed in the performance of some students, though it was observed by the researcher that they participated less in the group discussion, but as they listened to the others' opinion and ideas so they developed their cognition by learning through receptive skills. It was also observed that when working in groups, the students learned to develop their argument, the students who worked in one group had similar ideas but different ways of explaining those ideas. They had learnt to express their own ideas instead of just copy pasting from internet.

Like every class has some students who are more intelligent than the others and outperform in the academic activities, similarly, some students' performance in the course under study had been very good in all the tasks; they were involved in group work so that they could work as more knowledgeable others (MKO (Vygotsky).

Flipped classroom approach is a modern trend in teaching. It is considered modern not only because of integration of technology in its design but also because of its learner-centredness. Integration of technology and ICT in teaching is recommended for higher education in the National Education Policy of Pakistan (2017) with the view that ICT integrated teaching is better than traditional teaching. ICT integrated teaching approaches like flipped classroom are usually preferred for higher education because unlike traditional style of teaching that promotes rote learning; they are based on constructivist approach and promote learner centred environment in which students have the opportunity to explore knowledge themselves. Flipped design of instruction is based on the idea of knowledge construction, whereas traditional instructional design is built on the idea of knowledge transmission.

Traditional classroom is a teacher–led and lecture based classroom. 'The conventional approach lays more emphasis on teacher. Repetitive practice, mechanical drills and memorization are the hallmarks of the traditional methods' ((Sharma & Poonam, 2016, p791). In conventional classrooms learners just passively listen to the teacher's lectures and learn language through drill practices and examples given in the books. The output of their learning is reproduction of the grammatical rules and examples that they have studied in the books and the skills that they drill practice in the class. Flipped classroom, on the other hand, applies learner centred methodology that promotes creativity and critical thinking skills in students (Rodríguez et al., 2019). In a flipped class the learners are engaged in the creative activities in the class in which they have to apply the grammar of a language that they

have learnt through books or video lectures that they watch outside the class. When participating in the interactive and creative activities they have to create their own language structures by thinking critically, involving their imagination and applying the grammatical rules that they have learnt by themselves.

Learners, in the current age, love to learn through technology integrated classroom, and especially technology assisted language learning is no more a new concept in the field of teaching and educational research. They always want to be the centre of class and want to take control of their own learning so that their learning needs are fulfilled. That's why they readily accept and prefer the flipped classroom process over traditional teaching practices (Alsowat, 2016).

It is emphasized in a policy document related to the higher education in Pakistan that the standard practice of the higher education should not be centred on the teacher lead input based instruction rather the paradigm should be shifted to develop student centred knowledge based and skill based competency and outputs (*National Education Policy of Pakistan*, 2017). Keeping this policy point in mind the researcher has experimented with the flipped classroom to develop the literacy skills of university students at undergraduate level.

Though the number is not significant, but some learners have disapproved flipped learning design in favour of the traditional lecture-based classroom. They did not consider flipped classroom an effective model for developing their literacy skills and understanding of the course content. The reason behind this can be that they feel more comfortable in the teacher-led classroom environment and do not have the autonomous learning ability desired for a successful implementation of flipped classroom (Ngo & Yunus, 2021). Such learners can be motivated and trained for flipped classroom by assigning more simple and short out of the class study tasks and can be provided more opportunities to interact and collaborate with the other learners both inside and outside the class.

In the current age the focus of education has shifted from teaching to learning. Now a days the aim of education is not to provide theoretical knowledge to the students to keep them informed, rather the emphasis is on enabling them to construct knowledge and to develop the skills that they need in their practical life. 21st century education is based on outcomes. To base the education on outcomes means enabling

the students to actively participate in learning and to apply what they have learnt in their real life contexts (Spady, 1994). Outcome-based education aims at developing the skills of creativity, analysis, and critical thinking among learners, through information literacy, technology literacy, collaboration and communication in a flexible and productive learning environment. The concept of outcome based education is based on the theory of learner-centredness. Today, to assess the effectiveness of an education system it is not evaluated what the teacher has taught the learners in the class; what is measured today is the learners' output and ability to apply the knowledge and skills that he has developed inside the class, and how successfully he/ she is contributing in the professional life.

In this age of technological advancement learners know how to create and select resources and materials and how to analyze them critically to construct knowledge by applying appropriate techniques through technological tools. Flipped classroom model, in comparison with the traditional teaching style, is generally considered to be successful model to support outcome-based education and to develop 21st century skills among learners. As, it enhances creativity and critical thinking of the students and develops motivation and satisfaction level of the students thus leading to better performance in the subject or course that they study through it (Tien et al., 2020). Learners' critical thinking is developed when they explore the learning materials by themselves and getting involved in problem solving activities inside the class develops creativity in them. In class interaction and collaboration through group work develops their communicative skills and enables them successfully working in teams. In-class activities based on the application of knowledge in which the learners have to synthesize the theoretical knowledge developed through video lectures and reading materials with the practical activities of applied nature also help to develop critical thinking and creativity of the students (Chang & Hwang, 2018). Application of technology to provide access to the study materials is an important feature of flipped classroom that makes it a 21st century teaching model.

Flipped instructional design makes the learners more autonomous and reduces their dependency on the instructors. A flipped class is not a teacher led class it is, rather, a student centred class, where teacher talk time is less and more time is allocated for different types of students' interaction including interaction between: student and student; teacher and student; and student and content (Kayaduman, 2021).

The actual responsibility of learning lies with the learners, they have to watch the videos and consult the study materials before coming to the class and when they come to the class for a face-to-face session, they have to ask questions from the teacher related to the topic; they have to actively participate in the class discussions; and have to complete functional and analytical tasks to synthesize the new knowledge to their real world environment. The teacher is there to guide them and to provide expert feedback (Bergmaan & Sams, 2012), and if the learners positively integrate this feedback to their learning and tasks they can improve the quality of their second language writing skills (Saeli & Cheng, 2021)

Learner autonomy and shifting the responsibility of learning to the learners does not mean that the teacher becomes passive; instead, the role of a teacher in a flipped classroom is more versatile and more demanding. In a flipped classroom, the teacher does not have to prepare and deliver a lecture only, but they have to plan prepare and provide appropriate and useful resources to the learners; they have to plan and design interesting and engaging activities for them; and inside the class when the learners are participating in discussions and doing their tasks, the teacher has to monitor them, guide them and provide them quick feedback to facilitate them in learning. Furthermore, flipping the class gives instructors the opportunity to interact more with the learners and listen to their opinions and concerns (Stone, 2012). So, the teacher in a flipped classroom plays the role of a mentor also.

In a flipped design of learning the learners rely on their own understanding and the understanding of their peers, but not necessarily all the learners are self-sufficient and self regulated, so the instructor has to accommodate the struggling students in the class activities by engaging them in group work with more efficient learners, so that they could also develop their cognition of the class content.

In a flipped classroom freedom and responsibility go hand in hand. On one hand the learners have freedom to choose the study materials according to their individual needs and learning style, and they can work according to their own convenience, and on the other hand they have to accept the responsibility of their learning by completing the pre-tasks for actively participating in the class activities. Only then they are able to learn effectively in a flipped classroom model.

As the learners are more engaged in the learning process and play an active role in knowledge construction, so their academic achievement in a flipped classroom is also better than that in a traditional classroom where they remain passive (Zhonggen & Guifang, 2016). The factor that makes them more successful and that leads to their academic achievement is that they can build the basic understanding of the content outside the class and when they come to the physical class they further develop their cognition by asking questions and through interaction with their teacher and through the feedback that they get from the teacher on their academic progress (SIRAKAYA & ÖZDEMİR, 2018). As in the current study, 70 % of the students agreed that flipped classroom provides them with the opportunity to participate actively in the learning process. Like the current study, findings of the past studies also prove that the students engaged in flipped learning have positive perception about the model for developing deeper understanding, learner autonomy, and relatedness. They also approve that flipped method of learning helps them improve their academic performance, and they are able to achieve good grades (Zainuddin, 2018).

Active learning and collaborative learning are core concepts of constructivism as they are based on two important dimensions of constructivism i.e. cognitive constructivism, based on the idea of knowledge construction; and social-constructivism, built on the idea of learning through interaction and collaboration. Majority of the learners in this study have agreed that in a flipped classroom by completing the pre-tasks, like watching lecture videos, reading materials and completing basic concept checking activities, learners come to the class more prepared and participate actively in class discussion and other exploratory and creative activities that deepens their understanding of the concepts introduced in the course. In this way learners play an active part in the learning process and they do not look up at the teacher as an ultimate source of knowledge, rather they construct their own knowledge that that they can retain in long run as it is more applicable to their real world situations.

Flipped classroom also promotes social learning (Köroğlu & Çakır, 2017). Social learning as an aspect of social constructivism works on the thought that learners construct their knowledge not only through their individual experiences rather from the ideas and experiences of the others around them. It is concluded from the responses of the participants of the current study that flipped classroom

encourages collaborative learning as it provides the learners with the opportunity to interact with one another and with the teachers when participating in discussions and group work inside the class. Their interaction with the more knowledgeable others including the teacher and the other learners who have better understanding of the content and have more developed language skills provides them scaffolding and enhances the potential of learning in them. In addition, the feedback that they get from the teacher and the other learners, on the tasks that they perform inside the class to construct knowledge, further develops their English language and literacy skills, and gives them a chance to build a deeper insight into the course content. As a result their academic performance in improved not only in the ESL courses but in the other subjects also, as being a university students they have to study all the subjects in English.

Some of the anticipated challenges as observed by the researcher and as suggested by the research participants, in response to an open-ended questions, that need to be addressed for successful implementation of flipped classroom in education in general and for an English language class, in particular, in a country like Pakistan where English is taught as a second language and ICT infrastructure is not quite developed.

— Some of the students may not be ready for the inverted classroom approach; they may want to do the assignments at home, after explanation and discussion inside the class. They may need more scaffolding and may not be ready to shift from a teacher led class to the autonomous learning approach like flipped classroom. Such students need to be motivated by the instructor and can be given extra time outside the class.

— The students sometimes want to do the assignment or writing task at home after watching the video again and reviewing the materials, inside the class there should be only explanation, discussions and review etc.

— Every learner has his own learning style, similarly every learner has his/her own learning preferences; some of the learners prefer individual learning instead of collaborative work. As flipped classroom is a new teaching trend so the learners need some orientation before implementation to motivate the learners.

— There are chances that a small percentage of students may not be reading handouts and watching videos at home.

— Some students may not be positive about extended reading; they want to have more simple and short materials.

— Some students may find the time for inside class assignment limited, in such a case the instructor needs to break the learning plan in multi-staged class activities.

— Some of the students may need more time to explore materials to develop understanding, so the teacher should try to plan the course well in time and provide the materials and pre-tasks along with the course plan to the learners in the beginning of semester. However, modifications can be made to the plan when required.

— Accessibility to materials shared through internet may be a challenge for some learners because of unavailability of internet, so the instructor should ensure the availability of materials, preferably, in form of a study pack with such learners, so that they could get the materials in time and could come prepared for in class activities.

One of the major misconceptions about the flipped classroom model is that it lacks structure as it is built on constructivism. Some of the critiques of constructivism believe that constructivism is a laid-back approach in education in which students are engaged in self-learning and in this approach students fail to meet standardized grading as emphasis is on formative assessment and students' progress than grades (Xashimovna, 2020). However, as applied in this study, activities and tasks assigned to the learners inside the class can be assessed and evaluated to assign scores and grades. The important thing is that the students must be aware of the rubric on which their tasks are to be evaluated and they can be given time to evaluate their tasks by themselves at home so that they could make modifications and improvements before finally submitting their tasks to the instructor for assessment. Summative assessment in form of mid-term and final examination can also be done for this purpose; the important consideration is that learners should be given the assessment questions that evaluate higher order thinking skills like evaluation, analysis and problem solving.

Flipped classroom is a flexible educational design that not only accommodates variety of learning needs and learning styles but it also provides the instructors with

the opportunity to incorporate different teaching techniques that best suit the learners in their group. Sometimes, if the teachers feel that the learners need more scaffolding to complete individual tasks, they can include more collaborative activities or can include explanation of the content by the instructor instead of questioning by the learners in the beginning of the face to face class. Similarly, teachers and learners can mutually decide the amount of out of the class learning and in- class activities, the only thing that requires attention is that learners should be engaged in knowledge construction inside the class, and out of the class materials that the learners have to use to develop basic cognition should be learner friendly and easy to manage within the given time.

At university level, if more than one instructor are teaching the same course to different groups of students and they all agree to apply flipped classroom approach, they can work in collaboration to develop study materials, pre-class activities and in-class tasks. They can share the study material on the similar course content with each other, or they can divide the course content and different instructors may work on different contents and share it with the others. This kind of information sharing practice not only reduces the instructors' burden of preparing the study packs for the students, but it also brings variety in the study materials that helps the instructors practice differentiated teaching. This collaborative and cooperative practice among teachers enhances the flipped learning experience of the students as they find the study materials more comprehensive, more creative and more interesting. It, also, enables teachers to save more time to provide feedback to their learners.

CHAPTER 6

CONCLUSION

In the current study the researcher has experimented with the flipped classroom to develop literacy skills of the undergraduate students in Pakistani universities. The study was based on the observation that in the traditional classroom approach ESL learners do not get enough space and time to practice their literacy skills autonomously, and they are not provided with opportunities to participate actively in their learning process and to interact with other students to deepen their understanding of the study materials. In the traditional style of teaching language skills learners passively listen to the lectures about what the language skills are and how they can be improved. The learners, rarely, get a limited and controlled set of practice activities to develop those skills and if they get some tasks to practice their literacy skills after the class as home task, they hardly ever get any timely and constructive feedback on that task, that's why their literacy skills remain under developed. The learners low literacy skills not only affect their performance in their English language courses, but in ESL context, at undergraduate level, as they have to study almost all the courses in English language that is why their overall performance and achievement in the other courses is also negatively affected.

In this study the researcher has introduced the flipped learning design to develop literacy skills of Pakistani undergraduate students for whom English is a second language, keeping in view that as they are non-native speakers of English, so they need to have maximum exposure and practice to English language skills in the academic settings. The researcher has designed a course on Academic Reading and Writing following the flipped learning model and implemented it on undergraduate students of third semesters in a Pakistani public sector university. The learners were provided online video lectures and reading materials followed by short comprehension activities to complete at home at their own pace and time before coming to the face-to-face classroom. Inside the classroom the learners were engaged in interactive activities like question answer and group discussions to further explore the points that they had gathered from the lectures and reading materials. The purpose of engaging them in group activities was to promote collaborative learning. Followed by these interactive activities the learners were to complete individual writing tasks

based on the points that they had gather from pre-tasks that they completed before coming to the class and the discussions that they had with their peers. Instead of doing writing tasks as home assignment, the learners completed these activities inside the class under the teacher's supervision and with their peers' support. While doing such activities the learners practice their autonomy and the teacher facilitates their learning. Now the role of the learner is more active in the class and the teacher is a manager, a guide and a facilitator, who creates such an environment in which learning happens without dictation of knowledge.

The study has also explored how flipped classroom has helped the learners to construct their knowledge following the features of constructivism presented by Vygotsky and Bruner. The researcher has explored not only the effects of flipped classroom on developing the literacy skills of the learners but has also evaluated the learners' experience of learning through flipped classroom and how far it has helped them to construct their knowledge. The researcher has further investigated how flipped classroom environment can be made more useful for the ESL learners in Pakistan.

The key objectives of the current study were:

i. To evaluate the effects of flipped classroom on ESL literacy skills of the undergraduate learners in Pakistan

ii. To collect learners feedback about the flipped classroom for making recommendations for the future practitioners and researchers.

iii. To figure out the best possible strategies for managing a flipped learning design in a Pakistani classroom

Based on the key findings of the study the research questions that the researcher has explored and tried to address are:

i. How does the flipped classroom affect the Pakistani undergraduate learners' ESL literacy skills?

ii. How do the Pakistani undergraduate learners evaluate their experience of learning ESL literacy skills through flipped classroom?

iii. How can a teacher further enhance the flipped classroom learning experience of Pakistani ESL students?

The findings of the study have proved flipped classroom model as an effective model to develop English literacy skills of the learners, as indicated by the results of the paired samples T-test. The learners were provided with the videos and reading materials to watch and read at home, this way they practiced their comprehension and reading skills during the course. Learners were engaged in the process of learning through group discussions on the course content and writing tasks. Learners' performance in their writing tasks and their participation in discussions reflected positively on their comprehension of the course content. The learners' writing skills have been assessed directly through the five writing tasks that they completed inside the class and the development in their reading skills is inferred from their performance in the writing tasks, as their writing tasks were based on the lectures and reading materials that they completed at home. The results of the study as interpreted through the *p-value* (…)of the paired samples T-test used to compare the mean score of the task one and task five indicate a positive effect of flipped learning design on developing ESL literacy skills of the participants who were undergraduate students in a Pakistani public sector university.

The learners have perceived that flipped approach is an appropriate and helpful technique in developing their reading and writing skills of English and they think that have got more chances to practice their skills in the English through flipped classroom. The learners had a feeling that the way they have developed their reading and writing skills in English class would help them in understanding the content of the other courses also, as they have to study all the subjects in English. Majority of the learners have preferred flipped classroom over traditional teaching method for its learner-centred approach and its interactive design. The statistical analysis of the learners' feedback questionnaire indicates learners' positive attitude towards flipped classroom strategies for developing ESL literacy skills through collaborative and autonomous learning environment, online resources, teacher facilitation, interactive activities, and active participation in knowledge construction.

In Pakistan flipped approach is not a widely applied teaching approach, though the teachers try to engage learners in communicative activities and practical and analytical tasks are also assigned to the learners. There are some challenges for the implementation of flipped classroom like the poor ICT infrastructure and fewer training opportunities available for the teachers at public sector higher education

institutions to encourage technology enhanced teaching. But, it is important to understand that as compared to the other teaching and learning methods, flipped classroom is a more systematic approach to engage learners in collaborative learning and developing learner autonomy because of integration of technology.

The shift to technology integrated blended learning approach as applied in flipped learning environment enables individuals to extend learning outside of the classroom settings and enjoy the freedom of creating a self-paced learning schedule. The blended classroom represents the new student-centered instructional and learning model. This study confirmed the current notion reported by most empirical studies that blended learning designs like flipped learning designs with their rich e-learning, resources and multi-pathways of possibilities of acquiring information and knowledge, served to inspire individuals to become active learners, more motivated and better engaged in individual as well as in group learning (Hui, 2016). When students are motivated, it is easier to foster learning virtues mentioned by (Li, 2022), which are very important for students' growth.

Both teachers and learners may find this unconventional approach of learning a bit challenging, however, teachers need to update themselves about the effective use of technological tools for educational purposes and they can train their learners about how to use resources for learning through flipped approach. The ESL learners studying at undergraduate level in Pakistani universities have been studying through traditional classroom teaching method for years, they have rarely worked independently in the class, and there are very few teachers who ask them to come with pre-reading or gather some information about the concepts that they have to study in the class, so the learners may not be ready to take the responsibility of learning in the beginning. The flipped classroom teachers cannot force them to complete the pre-tasks, however, they need to apply certain techniques to make them do out of the class tasks so that they come prepared for the in-class activities and can learn in a better way.

This study will provide the educators, particularly to the language instructors, with a guideline about how to apply flipped learning approach in the class to make the classroom experience more meaningful for the learners. This approach can be effectively employed under unusual circumstances when there are limited face-to-face sessions and fewer on-campus classes. The learners can be engaged online to develop

basic content knowledge and when they come to a face-to-face class, they can be given more creative tasks to apply their knowledge. As gathered from the findings of the current study, the teachers need to provide more facilitation to the learners to successfully implement the flipped learning model in countries like Pakistan, where learners are more accustomed to traditional teaching styles and where technological infrastructure is not much developed. The teachers need to provide more structured mechanism to the learners for a flipped classroom, for example a well structured outcome based course plan along with the study pack including reading materials, video lectures, online resources, and pre-class tasks, in the beginning of the course, so that they could follow this new trend more systematically. The teacher can employ a variety of online platforms keeping in view the feasibility of the learners to share course materials and resources. During face-to-face sessions, the teacher should closely monitor the learners' activities to guide them and to enhance their learning experience. During collaborative learning, group dynamics should be considered seriously for more meaningful learning, the learners should be provided opportunities to interact with different members for different activities, and struggling learners should be engaged with more informed learners to facilitate their learning. Students should be provided ample time to explore materials and to complete their tasks to contribute towards effective knowledge construction. Some students may need more motivation and scaffolding, so the teacher needs to pay more attention to them. The educational institutions and policy makers should also facilitate teachers for applying modern teaching methods like blended and hybrid teaching models. More suggestions for the teachers are recorded underneath in the recommendation section.

There is a plethora of research studies available about using flipped classroom for teaching social sciences, natural sciences, and even teaching English language in the other countries of the world, but there is dearth of research on this teaching approach in Pakistan. Pakistani teachers and researchers should apply this approach to provide a better and more effective way to enable them construct knowledge and participate actively in the learning process.

6.1 Recommendations for teachers

— The teacher should prepare a study pack with semester schedule or course outline for the course in the beginning of the class and should share it with the

whole class so the learners could decide about their pace and time at home that they need to allocate to each content.

— The teacher needs to provide more scaffolding on difficult concepts or more challenging tasks. Sometimes, the teacher may have to explain some concept for the learners inside the class, there is no harm in doing that even if the teacher is following the flipped design. It provides the learners a sense of support from the teacher, who is a More Knowledgeable Other for them.

— The video lectures shared with the learners should be level appropriate.

— The teacher should intelligently divide the students in groups, so that they get opportunity to interact with more students, and every time when they work in group there should be at least one student in the group who has more advanced skills and better comprehension of the content, so that the other learners can benefit from him/her.

— Peer review should be encouraged in the class, as it is a way to provide instant feedback in less threatened way and also because learners also learn when evaluating their peers' work.

— Higher education institutions should promote technology enhanced and student-centred learning, and should train their teachers to integrate technology in their teaching to include all the learners with varied learning needs and personalized style of learning.

— As observed in the study some students were not ready to accept the flipped classroom strategies for learning and they still wanted to study through teachers' lectures and do not want to work independently, in such a situation the teachers should gradually shift from traditional teaching style to the flipped classroom model. Instructors also need to introduce new elements of learning by applying new technologies to engage learners and to make them more active.

— The teachers need to train their learners for flipped classroom through smaller out of the class learning activities and shorter video lectures, in the beginning.

— As in the current age, learners are more technology savvy, and some of the learners with more advanced comprehension and technological skills want to practice more autonomy, so the teachers can facilitate their learners by referring to more than one useful resources and can give the learners freedom

to choose any of those resources for learning basic concepts that best suit their learning needs and learning styles. This can help in mixed ability groups as well.

6.2 Recommendation for researchers

— The current research was aimed at evaluating the efficacy of flipped classroom for developing ESL literacy skills at undergraduate level, similar researches on flipped classroom can be conducted to explore different language skills at different levels of education in Pakistan.

— In the current study, within-subjects experimental design has been applied to explore the effects of flipped classroom on developing English language literacy skills of the learners, future researchers can employ conventional between-subjects experimental design where they can compare results of the control group and experimental group in their pre and post literacy skills test to further validate the results of the current study.

— More research is required to explore the challenges that can be faced while implementing a flipped learning design in the context of Pakistan.

— The future research on flipped classroom can be focused on a mixed ability group of learners to evaluate its efficacy for a mixed ability classroom.

— More research about flipped classroom is needed in Pakistan, particularly for the English language courses. Flipped learning design should be experimented to enhance different English language skills and knowledge of grammar at different levels of education.

— Flipped classroom strategies can be experimented to develop the 21st century skills of the learners in different field at various levels.

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APPENDICES

Appendix A

Rubric to Assess Writing Tasks

Name:_____   Task: _____   Marks: _____/20

Criteria	Levels of Assessment			
	Excellent **(4)**	**Good** **(3)**	**Adequate** **(2)**	**Novice** **(1)**
Ideas Includes interesting and informative details, and reflects critical thinking	Writing has quality details which are interesting and supported the main idea. Reveals high degree of critical thinking.	Main ideas are well developed with quality supporting details and quantity. Critical thinking is weaved into points	Writing includes a few details that support the main idea. Some critical thinking is present.	Writing includes few details. Ideas are vague with little evidence of critical thinking.
Writing Conventions Correct spelling, grammar, punctuation, usage	One or two spelling, grammar, capitalization or punctuation errors. Consistent agreement between parts of speech. Sentences are all well-formed.	Fewer than 5 spelling and grammar errors. Fewer than 5 capitalization and punctuation errors. Maintains agreement between parts of speech. One or two flawed sentences.	More than 5 spelling and grammar errors. More than 5 capitalization and punctuation errors. Occasional errors between parts of speech. Less than 5 sentences show flawed structure.	More than 10 spelling and grammar errors. More than 10 capitalization and punctuation errors. Inconsistent agreement between parts of speech. Many sentences show flawed structure.
Word Choice	Purposeful and effective use of	Uses a variety of word choice to	Shows some use of varied word choice.	Careless or inaccurate word

Accurate, and meaningful use of vocabulary	word choice. Word classes were used appropriately.	make writing interesting. Misused one or two words.	Attempted to use topic-specific vocabulary, but used some word classes inappropriately.	choice, which obscures meaning. Used word classes inappropriately on several occasions.
Creativity and originality Writing is creative and original	Used many creative details that make the reader want to read more. Very original.	Used imagination to add creative, original details.	Writing had one or two creative details. Showed some imagination.	Writing was not creative or original. Did not use imagination.
Organization Has a beginning, a middle, and an end	Writing had a beginning, a middle, and an end. Writing had transitional sentences and flowed smoothly with appropriate use of connectors.	Writing had a beginning, a middle, and an end. Writing had transitional sentences and suitable connectors.	Beginning, middle, and end were not clear. There was occasional use of connectors.	Writing is disorganized and underdeveloped with no transitions or closure.

Appendix B

Student Feedback Survey

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	The flipped classroom, with content delivery outside class, and doing the actual tasks in class, is an appropriate method for developing language skills					
2	Watching video and learning foundational content prior to class greatly enhances my understanding of material and helps me to participate actively in the tasks inside the class					
3	I regularly use the resources provided online such as video lectures, practice activities, sample writings, and reading materials.					
4	I feel that watching video lectures, and taking notes before coming to the class contributes to my learning					
5	I felt prepared to complete course tasks in class after listening to the					

	video content and I participate more actively in the group discussions and the other class activities					
6	I believe that discussions at the beginning of the class contribute to my learning.					
7	Working in groups provides me opportunity to interact with other students of the class and learn new ideas, it also helps me understand the materials and tasks that I could not do by my own.					
8	The flipped approach has helped me learn more than I would have if we had used in-class lecture and discussion methods only.					
9	Doing the writing tasks in the class when other students and the teacher are available to answer questions is more conducive than doing the assignment myself at home.					
10	Doing the actual task and writing practice in class, under the teacher's					

	supervision, keeps me more focused and I am able to do my work in time.				
11	The Flipped classroom improved collaborative learning by providing me greater opportunities to communicate with other students, to review and assess my peers work.				
12	Flipped classroom enables me to think critically and creatively.				
13	Flipped classroom is more engaging than the traditional classroom, as instead of passively listening to the teacher's lecture, we actively participate in discussions, listen to each other and complete the assigned task inside the class.				
14	Flipped classroom learning has reduced my dependency on the teacher, as now my learning is not dependent on the teachers lecture only.				
15	I believe that I am able to learn material with flipped classroom				

	instruction better than with traditional lecture-based instruction.					
16	I feel that learning through flipped classroom has improved my course understanding, my reading comprehension and my writing skills.					
17	I expect to get a better grade at the end of the semester, after studying through flipped classroom					

18.   What have you liked the most about the "flipped classroom" this semester?

_____

_____

_____

19.   What part of the "Flipped Classroom" would you like to see changed for the next   time?

_____

_____

_____

20.   What could I do for you to facilitate /support you more in the "Flipped Classroom"?

_____

_____

_____

Appendix C

Flipped Classroom Lesson Plans

Lesson Plan 1

Lesson Title	Summary Writing
Course	Academic Reading and Writing
Time	60 minutes

Learning Objectives

Students will be able:

- to discern the most important ideas in a text
- use strategies to consolidate critical information and details into a fluid summary
- distinguish relevant and irrelevant information

Student Learning Resources at Home

Have students view the video/presentation found at: https://youtu.be/VwEl-MiZH0E
Students can find the reading passage for summary writing at: https://www.esleschool.com/igcse-esl-exercise-4-set-4/

Student Learning Activities At Home (Pre-tasks)

The students were required to:

- Watch the video about summary writing and note down the key points
- Highlight the important points in the reading passage.
- Identify the topic and concluding sentences in the passage
- Find meanings of the difficult words

Classroom Activities

0-10 min: Students will break into six groups to discuss their points related to the video about summary writing that they viewed at home. Students will present their information by group to the class.

10-20 min: Students will work within their groups to compare the answers to the pre-tasks related to the reading passage.

20-35 min: Students will discuss the points that can be included in the summary and the irrelevant points in the passage that should not be included in the summary. They will also decide about the logical sequence of the points to be included.

35-60 min: Students will write summary of the passage, individually, keeping in view

the key points that they have discussed in their groups.	

Assessment

Diagnostic assessment: Take student responses to the pre-class activities assigned to them to do at home and provide feedback if necessary.

Formative assessment: Walk around the classroom to answer individual student questions during break-out activity from 0- 10 min and discussion activities from 10-35 min.

Summative assessment: Ask the students to write summary of the passage.

Lesson Plan 2

Lesson Title	Paragraph Writing
Course	Academic Reading and Writing
Time	90 minutes

Learning Objectives

 Students will be able to:

- Write a paragraph with a topic sentence, support, and concluding sentence;
- Write his/her views and opinions in a few words possible
- Produce coherent and unified paragraphs with adequate support and detail;
- Use a variety of accurate sentence structures with appropriate vocabulary and correct word forms;

Student Learning Resources at Home

Have students view the video/presentation found at: https://youtu.be/6DgTs1MoCfM or https://www.youtube.com/watch?v=lMRTtUrSFOc

 Students can find the guideline and practice exercises on paragraph writing at: https://www.englishbooks.jp/catalog/WB1-U4.pdf

Student Learning Activities At Home (Pre-tasks)

 The students are required to complete the practice activities given at the end of the handout about writing a good paragraph at: https://www.englishbooks.jp/catalog/WB1-U4.pdf

Classroom Activities

 0-15 min: Students will break into groups to discuss their points related to the video

about paragraph writing that they viewed at home. Students will present their information by group to the class.

15-30 min: Students will work within their groups to compare the answers to the pre-tasks related to the reading passage.

30-50 min: Students will discuss the points about the topic, " Life Before and After Covid-19". Within the group they will decide about the topic sentence, concluding sentence and supporting details for the paragraph. They will also decide about the useful vocabulary and cohesive devices that can be used to create cohesion in their writing.

50-70 min: Students will write paragraph on the given topic, individually, keeping in view the important structures that they have discussed in their groups.

71-80 min: Students will exchange their paragraphs with their peers and will assess each other's work to provide feedback.

80-90 min: Students will prepare the final draft incorporating the improvements suggested by their peers before final submission.

Assessment

Diagnostic assessment: Take student responses to the pre-class activities assigned to them to do at home and provide feedback if necessary.

Formative assessment: Walk around the classroom to answer individual student questions during break-out activity from 0- 15 minutes, discussion activity from 10-50 minutes, and peer assessment activity from 71-80 minutes.

Summative assessment: Ask the students to write a paragraph on the given topic.

Lesson Plan 3

Lesson Title	Narrative Writing
Course	Academic Reading and Writing
Time	60 minutes

Learning Objectives

Students will be able to :

- Work with a writing partner with less teacher direction
- Write stories that are focused on one small moment with details to support it
- Write from their own perspective
- Plan, draft, revise, and edit stories

Student Learning Resources at Home

Have students view the video/presentation found at: https://youtu.be/OgNVUZvB9Ow Students were to complete a short activity on narrative writing using the link: https://classroom.thenational.academy/lessons/creative-writing-narrative-structure-6wu3ec?activity=intro_quiz&step=1

Student Learning Activities At Home (Pre-tasks)

The students were required to:

- Watch the video about summary writing and note down the key points
- Highlight the important points in the reading passage.
- Identify the topic and concluding sentences in the passage
- Find meanings of the difficult words

Classroom Activities

0-10 min: Students will have a discussion on the structures and elements of narrative writing, based on the information they gathered from the video lecture, for further clarification.

10-30 min: Students will be divided into groups, and they will be given a situation/ starting line to develop a story. They will discuss it in their groups and will decide about the plot of the story, characters of the story, setting of the story, and chronological order of the vents etc.

30-50 min: Students will write their stories, individually, keeping in view the key points that they have discussed in their groups.

50-60 min: Students will read their peers stories in pairs and suggest changes to each other. Students will further improve their stories with their peers' help.

Assessment

Diagnostic assessment: Take student score to the pre-class activities assigned to them to do at home and provide feedback if necessary.

Formative assessment: Walk around the classroom to answer individual student questions during group discussion 10-30 min. Peer Assessment to provide feedback on the stories written in the class during 30-50 minutes.

Summative assessment: Students will write stories on the given situation.

Appendix D

Informed Consent Form for Research Participants

As a requirement of my MPhil thesis on "Developing ESL Literacy through Flipped Classroom; An Experimental Study", I am required to conduct an experimental study to evaluate the efficacy of flipped classroom for developing literacy skills of undergraduate students in a Pakistani public sector university to gather data for my research.

To gather data for this study flipped classroom strategy will be applied to your Academic Reading and Writing course, that is a core course in your second semester. Using the flipped classroom strategy I, as your instructor for the said course, will share some video lectures and reading materials, related to your course content, through Google classroom. You, as a research participant, have to use these resources to complete small comprehension tasks at home, independently, before coming to the face-to-face classroom. When you will come for face-to-face sessions, you can ask questions related to the content covered at home, and then you will participate in group discussions to further develop your understanding of the concepts. Inside the face-to-face classroom, you will also complete writing tasks under the teacher's supervision that will help you develop your writing skills.

Your writing tasks will be evaluated by the instructor to provide you feedback for further improvement. You have to complete five writing tasks during the semester and some weightage of the marks you will obtain in those tasks will be added to your sessional marks, and will also be used as research data. At the end of the course you also have to fill a feedback questionnaire to share your opinion about the flipped classroom experiment, it will also be used as research data.

Participation in this research is entirely voluntary. You may refuse to participate or withdraw your participation at any point. The identity of participants will remain confidential with only the researcher. You can state your agreement to participate in this research by signing this consent form. If you have any questions or concerns regarding this research, please contact the researcher, Fatima Seerat, Department of English, Rawalpindi Women University at fseng@f.rwu.edu.pk.

This form does hereby declare that _____on the date of _____ agrees to participate in the above mentioned research conducted by Fatima Seerat.

Your time and effort are integral aspects of my research and I appreciate your participation.

_____

(Participant's Signature)