

**IMPACT OF FLIPPED CLASSROOM ON
LISTENING AND SPEAKING SKILLS: AN
EXPERIMENTAL STUDY AT
INTERMEDIATE-LEVEL STUDENTS**

BY

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NATIONAL UNIVERSITY OF MODERN LANGUAGES

RAWALPINDI

December, 2025

Impact of Flipped Classroom on Listening and Speaking Skills: An Experimental Study at Intermediate-Level Students

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M. A. English, National Institute of Modern Languages, 2000

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF PHILOSOPHY

In English Linguistics

To

FACULTY OF ARTS & HUMANITIES



NATIONAL UNIVERSITY OF MODERN LANGUAGES, RAWALPINDI

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NATIONAL UNIVERSITY OF MODERN LANGUAGES

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Thesis Title: Impact of Flipped Classroom on Listening and Speaking Skills: An Experimental Study at Intermediate-Level Students

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ABSTRACT

Title: Impact of Flipped Classroom on Listening and Speaking Skills: An Experimental Study at Intermediate-Level Students

Situated within the field of English language teaching and technology-enhanced learning, this quasi-experimental study explored the impact of the flipped classroom model on improving listening and speaking skills among female intermediate students aged seventeen to eighteen, conducted through convenience sampling at Army Public School & College (APS&C) on Humayun Road, Rawalpindi. These students showed a lack of confidence and proficiency in speaking, which limited their participation in both real-world and academic interactions, despite their good performance on written assessments. Over the three-week intervention, students accessed audio-visual materials before class, while class time focused on interactive activities such as role-playing, debates, and peer feedback. Data were collected through student surveys, an observation checklist, and pre- and post-tests, then analysed using a paired-sample t-test. The findings revealed a significant improvement in listening comprehension, fluency, vocabulary use, grammatical accuracy, and self-confidence. Additionally, notable gains were observed in paralinguistic aspects like intonation, rhythm, gestures, and eye contact. Most students who completed the questionnaire reported that the flipped classroom was both valuable and supportive in developing communication skills. The results suggest that combining flipped classrooms with traditional teaching can effectively bridge the gap between oral proficiency and academic achievement, preparing students for exams and future educational, professional, and social interactions. The study, however, is limited by its short duration, reliance on a single-gender sample, and limited focus on skill development.

Keywords: *Flipped Classroom, Listening skills, Speaking skills, ESL, Intermediate Level*

TABLE OF CONTENTS

Chapter	Page
THESIS AND DEFENSE APPROVAL FORM.....	ii
AUTHOR’S DECLARATION.....	iii
ABSTRACT.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATION	xiii
ACKNOWLEDGEMENT	xiv
DEDICATION	xvi
 1. INTRODUCTION	 1
1.1 Background of The Study.....	1
1.2 Statement of The Problem	4
1.3 Objective of The Study.....	4
1.4 Hypotheses	5
1.5 Research Questions.....	5
1.6 Significance of the Study.....	5
1.7 Delimitations.....	8
1.8 Limitations	8
1.9 Summary.....	8
1.10 Organisation and Structure of The Thesis	9

2. LITERATURE REVIEW	10
2.1 Flipped Classroom: Origins, Evolution and Pedagogical Features	11
2.2 Alternative Teaching Approaches in ESL/EFL Contexts.....	11
2.2.1 Communicative Language Teaching.....	11
2.2.2 Task-Based Language Teaching	12
2.2.3 Project-Based Language Teaching	12
2.2.4 Blended Learning Approaches.....	12
2.2.5 Cooperative Learning	12
2.3 Listening and Speaking Skills in Second Language Acquisition.....	12
2.4 Empirical Research on Flipped Classroom for Listening and Speaking	13
2.5 Conceptualising the Flipped Classroom.....	13
2.6 Flipped Classroom in ESL/EFL Contexts.....	16
2.7 Listening Skills in Second Language Acquisition.....	18
2.8 Speaking Skills in Second Language Acquisition.....	21
2.9 Paralinguistics in The Pakistani ESL Context.....	24
2.9.1 English as A Prestige Language in Pakistan.....	24
2.9.2 Exam-Oriented Curriculum and the Neglect of Oracy.....	24
2.9.3 Gendered Social Norms and Their Effect on Expressive Competence	25
2.9.4 Urban-Rural Divide in Paralinguistic Repertoire.....	25
2.9.5 The Role of Flipped Classroom in Addressing Paralinguistics Gaps	26
2.9.6 Curriculum Implications	26
2.10 Integrated Development of Listening and Speaking Through Flipped Instruction.....	27
2.11 Identified Gaps in Literature.....	28
2.12 Summary.....	30
3. RESEARCH METHODOLOGY	31
3.1 Research design.....	31

3.1.1	Rationale for the Selected Design.....	32
3.1.2	Research Method.....	32
3.2	Population.....	33
3.3	Sample and sampling technique.....	33
3.3.1	Sample characteristics.....	34
3.3.2	Sampling technique.....	35
3.3.3	Justification of the sampling.....	35
3.4	Instruments.....	36
3.4.1	Pre-test and post-test.....	36
3.4.1.1	Instructional intervention-the flipped model....	38
3.4.1.2	Pre-class activities.....	39
3.4.1.3	In-class activities.....	39
3.4.1.4	Post –test administration.....	40
3.4.2	Questionnaire.....	41
3.4.3	Observation checklist.....	41
3.4.4	Origin of the Observation Checklist.....	42
3.5	Data Collection Procedure and Analysis.....	42
3.5.1	Pre-test phase.....	43
3.5.2	Intervention phase.....	43
3.5.3	Post-test phase.....	44
3.5.4	Data analysis.....	44
3.5.5	Ethical considerations.....	45
3.6	Theoretical framework.....	45
3.6.1	Connectivism as The Core Theoretical Foundation	46
3.6.2	Constructivism as The Secondary Supporting Theory.....	46
3.6.3	Flipped Classroom Model: Application of Theoretical Foundation_	
	47
3.6.4	Structure of The Flipped Classroom Model.....	48
3.6.5	Theoretical Framework of the Study.....	48
3.6.5.1	Connectivism.....	48
3.6.5.2	Constructivism.....	49

3.6.6	Relevance to the ESL Contexts.....	50
3.6.7	Pedagogical Implications.....	51
3.7	Summary.....	51
4.	DATA ANALYSIS AND RESULTS.....	53
4.1	Section A: Data Analysis of the Listening Skills.....	53
4.1.1	Procedure.....	56
4.1.2	Purpose.....	56
4.1.3	Measures	56
4.1.4	Listening Skills – Paired Sample T-Test Analysis.....	59
4.2	Section B: Data Analysis of the Speaking Skills.....	60
4.2.1	Procedure.....	64
4.2.2	Purpose.....	64
4.2.3	Measures.....	65
4.2.4	Speaking Skills-Paired Sample T-Test Analysis	67
4.2.5	Analysis of Speaking Skills Assessment Rubrics.....	68
4.3	Section C: Data Analysis of Questionnaire	70
4.3.1	Analysis of Closed-Ended Questions.....	72
4.3.2	Analysis of Open-Ended Question 1.....	75
4.3.3	Analysis of Open-Ended Question 2.....	76
4.4	Section D: Analysis of Observation Checklist.....	78
4.4.1	Comprehensive Analysis of Checklist Management.....	79
4.5	Triangulation of the Results	80
4.6	Summary.....	80
5.	CONCLUSION.....	82
5.1	Findings.....	82
5.1.1	Findings Related to objective 1.....	82
5.1.2	Findings Related to objective 2.....	83
5.1.3	Findings Related to objective 3.....	83
5.1.4	Findings Related to objective 4.....	84

5.1.5 Findings on Listening Skills Enhancement	84
5.1.6 Findings on Speaking Skill Enhancement.....	85
5.1.7 Findings on Questionnaire.....	86
5.1.8 Findings on Observation Checklist.....	87
5.2 Discussion.....	88
5.2.1 Addressing the Research Purpose	88
5.2.2 Alignment with Previous Research	89
5.2.3 Cultural and Contextual Consideration.....	90
5.2.4 The Real-World Impact of the Study.....	90
5.2.5 Broader Implications for Language Education.....	91
5.3 Conclusion.....	92
5.4 Recommendations.....	93
5.5 Future Research.....	95
REFERENCES	97
APPENDICES.....	100

LIST OF TABLES

Table 1 Analysis of Listening Skills	54
Table 2 Average for T-Test Calculation of Listening Skills.....	58
Table 3 Analysis of Speaking Skills.....	62
Table 4 Average for T-Test Calculation of Speaking Skills.....	66
Table 5 Questionnaire.....	71
Table 6 Observation Checklist.....	78

LIST OF FIGURES

Figure 1 Analysis of Listening Skills	55
Figure 2 Analysis of Speaking Skills	63

LIST OF ABBREVIATIONS

FC	Flipped Classroom
ESL	English as a Secondary Language
EFL	English as a Foreign Language
FBISE	Federal Board Intermediate Secondary Education
HSSC	Higher Secondary School Certificate
L2	Second Language
CLT	Communicative Language Teaching
TBLT	Task-Based Language Teaching
APS&C	Army Public School and College

ACKNOWLEDGEMENT

First and foremost, I bow my head in utmost gratitude to **Allah Almighty**, the Lord of the worlds, whose infinite mercy, blessings, and guidance illuminated my path throughout this academic journey. Without His will and benevolence, nothing would have been possible. With equal reverence, I send **Darood-o-Salaam upon the Holy Prophet Muhammad (Peace Be Upon Him)**, whose life and teachings continue to inspire me with strength, patience, and perseverance.

I extend my heartfelt thanks to **Prof. Dr Muhammad Safeer Awan, Dean of the Faculty of Languages, and Prof. Dr Arshad Mehmood, Dean of FAH**, whose cooperation and encouragement remained a source of motivation during the entire process. Their leadership and vision have always been a guiding light for students and researchers alike.

I am profoundly indebted to my supervisor, **Dr Ejaz Mirza**, for his invaluable guidance, critical insights, and unwavering support. His patience, scholarly wisdom, and encouragement not only shaped this research but also nurtured my growth as a learner and a researcher. He consistently ensured that I submitted every write-up on time and took significant ownership in checking, evaluating, and refining my work at every stage, which became a cornerstone of the successful completion of this thesis.

I would also like to extend my sincere gratitude to **Ma'am Zainab Younus, our coordinator**, for her tireless efforts in keeping us well-informed, reminding us of important deadlines, and serving as an effective bridge between us and all concerned authorities—be it our supervisors, mock defences, or other academic requirements. Her timely guidance and consistent support played a vital role in ensuring the smooth progression of this research journey.

My most profound appreciation goes to my family, who stood beside me through every challenge of this academic journey. My husband, **Nadeem Khalid**, whose constant encouragement, patience, and faith in me were my strongest pillars. My beloved daughter,

Haniya Nadeem, and my son-in-law, **Dr Haziq Siddique**, for their love and motivation that always uplifted me. My dear sons, **Muhammad Junaid and Muhammad Hussain**, who filled my life with joy and gave me renewed strength during moments of fatigue. To my **parents**, whose endless prayers, sacrifices, and blessings are the foundation of all that I have achieved—I owe everything to them. I am equally grateful to my **sisters**, whose love, encouragement, and constant moral support have been a source of strength and comfort throughout this journey.

I would also like to express special gratitude to my friend, **Hajra Mazhar**, who stood by me with sincere guidance and moral support throughout my M.Phil. session. Her companionship and encouragement kept me moving forward during the most trying times.

Finally, I thank all those, mentioned and unmentioned, who directly or indirectly contributed to the successful completion of this research. Each gesture of support—big or small—added meaning to this journey, making it not only an academic pursuit but also a profoundly human experience.

DEDICATION

To my beloved family—my husband, whose love is my anchor; my parents, whose prayers are my shelter; my children and my son-in-law, who are my pride and joy; and my dear sisters, whose encouragement is my strength. This journey belongs as much to you as it does to me.

CHAPTER 1

INTRODUCTION

1.1 Background of Research

In the twenty-first century, education has experienced a significant transformation, with digital technologies and innovative pedagogical approaches reshaping how knowledge is transmitted, acquired, and applied. This shift has been particularly noticeable in language teaching and learning, where the interaction between technological tools and learner engagement has created new opportunities for enhancing language proficiency. Traditional methods of teaching English—especially in English as a Second Language (ESL) contexts—have historically focused on teacher-led lectures, rote memorisation, and grammar-centred instruction. While such methods have helped students develop basic literacy skills, they have often been less effective in fostering oral-aural competencies such as listening and speaking (Nunan, 1999). These skills, though vital for communicative competence in a globalised world, remain underdeveloped in many classrooms.

In contexts such as Pakistan, where English is vital for higher education, employment, and international communication, there is an increasing recognition of the need to modernise pedagogy in accordance with current trends. The world has transitioned from knowledge being solely owned and passively transmitted by teachers to being actively constructed through collaboration, problem-solving, and interaction. If teaching methods stay outdated and static, learners miss out on chances to develop higher-order thinking skills, creativity, and the confidence to communicate effectively. Therefore, educational institutions must adopt contemporary teaching models that reflect the realities of a rapidly globalising and technologically driven society (Trilling & Fadel, 2009).

Historically, English teaching in many contexts—including South Asia—relied on traditional methodologies such as the Grammar-Translation Method, which focused on translating

texts, memorising vocabulary lists, and mastering grammatical rules. While this method trained students in accuracy, it offered little scope for oral communication or listening comprehension (Richards & Rodgers, 2001). Similarly, the Audio-Lingual Method, popular in the mid-twentieth century, emphasised drilling and repetition. Although it provided practice in patterns, it did not encourage creative or spontaneous language use (Larsen-Freeman & Anderson, 2011). Later, the lecture-based, teacher-centred approach reinforced passive learning habits, where students acted as silent recipients of knowledge rather than active participants in their learning. These outdated methods prioritised examinations over communication, written accuracy over oral fluency, and memorisation over creativity, thereby limiting students' ability to broaden their horizons and develop practical communicative competence.

The weaknesses of such approaches have become clearer in today's world, where 21st-century skills—such as communication, collaboration, critical thinking, and creativity—are essential (Partnership for 21st Century Skills, 2019). Students are no longer expected merely to reproduce information but to analyse, evaluate, and apply it in real-life situations. Outdated methods hinder this development, as they discourage curiosity, creativity, and independent thinking. Learners who are trained solely in grammar and rote learning may excel in exams but struggle in real-world scenarios, such as interviews, academic discussions, or professional communication. Consequently, they find themselves at a disadvantage both locally and globally, where the ability to express ideas clearly and confidently in English is often crucial for success.

Against this backdrop, digital technologies have emerged as transformative tools in education. They offer multiple ways to make learning more interactive, student-centred, and dynamic (Bishop & Verleger, 2013). For example, pre-recorded lectures, video tutorials, podcasts, and online exercises enable students to engage with the material at their own pace, revisiting challenging sections and preparing in advance for class. In-class time can then be dedicated to collaborative activities, such as debates, role-plays, group projects, or interactive simulations. This reorganisation of time and tasks turns the classroom into a more engaging, learner-friendly environment where students are encouraged to participate actively rather than passively absorb information. Additionally, technology promotes inclusivity: learners with different speeds, styles, or confidence levels can benefit from

personalised access to materials, while classroom activities enable them to apply knowledge in supportive, peer-led contexts (Gilboy et al., 2015).

The flipped classroom model highlights this shift by challenging the dominance of teacher-centred approaches. In the FC approach, the lecture component is moved outside the classroom through digital platforms, while classroom sessions focus on discussion, application, and collaborative problem-solving. This not only encourages autonomy and responsibility among learners but also fosters a culture of interaction and inquiry (Bergmann & Sams, 2012). Instead of viewing English as a rigid subject to be memorised, students begin to see it as a tool for communication, creativity, and global engagement. For intermediate learners in particular—who often reach a plateau where their grammar knowledge exceeds their confidence in speaking and listening—the FC provides new opportunities to practice these skills in meaningful ways.

It is essential to highlight the significance of this innovation within the context of Pakistani education. According to Shamim (2008), a significant number of students enrolled at the intermediate level of English demonstrate proficiency in written English. However, they encounter difficulties with oral and aural communication due to limited practice opportunities, large class sizes, and the reliance on outdated teaching methods. The flipped classroom approach offers a framework that can address these issues. This method motivates learners to become active participants in the educational process, allowing educators to shift from simply transmitting knowledge to facilitating learning. Such a change not only boosts students' confidence in verbal communication but also enhances their ability to understand spoken English through continuous exposure to authentic auditory stimuli.

Consequently, the present research aims to position itself at the confluence of technology integration, pedagogical innovation, and the enhancement of language skills. To address a gap in the existing literature, which has predominantly focused on reading, writing, or grammar rather than oral-aural competencies, this study aims to assess how the flipped classroom model can facilitate improvements in listening and speaking abilities among intermediate learners. In addition to investigating the impact of the flipped methodology on students' communicative skills, this research also examines its potential

to augment students' motivation, self-direction, and engagement within English as a Second Language (ESL) classrooms.

1.2 Statement of The Problem

Listening and speaking skills remain underdeveloped among intermediate English language learners, despite their importance for effective communication in real-world situations. Traditional, teacher-centred teaching methods tend to focus on reading, writing, and grammar, while oral and auditory skills receive little attention in the classroom. As a result, students often experience a "developmental plateau," marked by their ability to master core grammar and vocabulary but struggling to speak fluently, accurately, and confidently. This is mainly due to limited exposure to authentic listening resources. The problem is compounded by a lack of interaction opportunities and a reliance on rote memorisation and lecture-based teaching, leading to reduced motivation and self-confidence in face-to-face communication. These issues are most pronounced when technology is not effectively integrated, curricula remain unchanged, and classrooms primarily rely on teacher-led instruction. Therefore, there is an urgent need to explore alternative pedagogical models that emphasise practice-oriented, technology-enhanced, and student-centred approaches to develop listening and speaking skills. Despite this, research on the specific impact of the flipped classroom model on the oral-aural competence of intermediate learners remains limited. This study aims to address this gap, as the flipped classroom has emerged as a promising alternative for this context.

1.3 Objectives of the Study

The study sets out the following objectives:

1. To examine the effectiveness of the flipped classroom model in enhancing the listening comprehension skills of intermediate-level English language learners.
2. To investigate the effect of the flipped classroom on learners' speaking proficiency, focusing on fluency, accuracy, and confidence.
3. To assess how the flipped classroom approach impacts learners' engagement, motivation, and participation in the ESL classroom.

4. To provide practical and research-informed guidance for teachers and curriculum designers on using the flipped classroom approach to strengthen oral-aural skills among intermediate learners.

1.4 Hypotheses

- i. The flipped classroom is expected to lead to greater advancements in the listening and speaking skills of intermediate-level students compared to those taught via conventional teacher-centred approaches.
- ii. The flipped classroom model has a positive effect on learners' engagement, motivation, and confidence in listening and speaking activities at the intermediate level.

1.5 Research Questions

- i. What are students' views regarding the impact of flipped instruction on their confidence, participation, and motivation in oral communication tasks?
- ii. How does the flipped classroom influence classroom interaction patterns, learner engagement, and communicative behaviour during listening and speaking activities?
- iii. Why do intermediate-level learners respond differently to the flipped classroom approach in developing their listening and speaking skills?

1.6 Significance of The Study

The significance of this study derives from its contribution to an increasingly urgent need within English as a Second Language (ESL) education: bridging the persistent gap between students' academic achievements and their communicative competence in oral-aural skills. While Pakistani intermediate-level learners—especially female students—often achieve commendable scores in written examinations, their speaking and listening abilities remain markedly limited. This imbalance is rooted in systemic issues within language instruction, such as overreliance on teacher-centred pedagogies, outdated methodologies, minimal exposure to authentic language, and cultural norms that frequently discourage active verbal participation. In this context, the present study provides a timely and meaningful exploration of how an innovative pedagogical model, the flipped

classroom, can address these long-standing challenges and promote more comprehensive language development.

Listening and speaking are two central pillars of communicative competence, yet they remain the most neglected components of ESL instruction in Pakistan. These skills are necessary for meaningful participation in academic discussions, professional settings, and social interactions, as they allow learners to accurately process spoken information and articulate their ideas with clarity, fluency, and confidence. Despite their importance, most instructional practices still prioritise grammar, reading comprehension, and written accuracy. As a result, many students develop a strong theoretical understanding but cannot apply this knowledge in real-time communication.

The contextual significance of this study becomes particularly pronounced within the female campus where the research was conducted. Having observed classroom practices and learner behaviour over many years, a clear pattern emerges: although female students frequently outperform their male counterparts academically, they struggle with spoken English and exhibit noticeable anxiety, hesitation, and inadequacy in oral communication tasks. Their paralinguistic features—such as weak eye contact, low volume, unnatural pacing, minimal gestures, and restricted prosody—reveal more profound issues related to self-confidence, fear of judgement, and lack of practice in supportive environments. These challenges are not merely linguistic; they influence learners' self-esteem, participation in class activities, academic identity, and preparedness for higher studies or professional settings. By empowering female learners with enhanced linguistic and paralinguistic competence, the study contributes to addressing long-standing gendered disparities in educational confidence and communicative autonomy.

The study also gains national relevance in light of recent curricular reforms by the Federal Board of Intermediate and Secondary Education (FBISE), which now place greater emphasis on listening and speaking skills. The updated curriculum recognises that traditional exam-focused teaching can no longer fulfil the demands of modern learners or global communication standards. However, curriculum revision alone cannot generate meaningful transformations without corresponding shifts in teaching strategies, classroom organisation, and assessment practices. This research directly supports these reforms by

illustrating how the flipped classroom model implements the curriculum's communicative goals. By transferring content delivery outside the classroom—through videos, audio clips, lectures, and preclass activities—and using classroom time for interaction-rich practice, the flipped approach creates a space where listening and speaking skills can develop naturally and consistently. In this way, the study validates a pedagogical method that aligns with national educational priorities and provides an actionable pathway for teachers seeking to implement the revised curriculum.

The significance of the study further extends to its critical reflection on outdated instructional models that continue to dominate many ESL classrooms. Methods such as grammar-translation, memorisation, and lecture-based instruction confine learners to passive roles, prioritising rule-learning over meaning-making. These methods foster dependence, inhibit creativity, and offer minimal opportunities for authentic communication. The flipped classroom model disrupts these entrenched practices by decentralising the teacher's role, engaging learners in active participation, and encouraging them to explore language through collaboration, problem-solving, and discussion. Such a shift enhances oral-aural proficiency and cultivates higher-order thinking skills, learner autonomy, and motivation—components that are essential for successful language acquisition in the twenty-first century.

Additionally, the study contributes to learners' holistic development by promoting essential interpersonal and cognitive competencies. As students engage in debates, role-plays, peer feedback, and collaborative tasks, they learn to articulate their ideas logically, respond to differing viewpoints, demonstrate cultural awareness, and work constructively with others. These competencies extend far beyond linguistic improvement; they shape learners' personal confidence, social adaptability, and readiness for higher education and professional life. For female learners, in particular, these gains are transformative: improved communication skills empower them to participate meaningfully in academic discussions, express themselves assertively, and navigate future career environments with greater self-assurance.

1.7 Delimitations

The participants in this study are students enrolled in an intermediate-level English language curriculum at a specific educational institution. Participants are selected from within an existing classroom, excluding those undertaking the course at either the basic or advanced skill levels. The study focuses solely on two aspects of language proficiency: listening and speaking. Reading and writing are not examined in this research as they are not relevant to the topic. It is important to recognise that the intervention is conducted within a set period, which may not accurately reflect the long-term effects of the flipped classroom method. The technological resources available at the institution also limit the study; consequently, the findings may not be generalisable to other settings with different technological infrastructures. Additionally, qualitative insights are based on students' self-reported responses, which may be subject to personal judgments and individual biases.

1.8 Limitations

Despite a carefully designed research approach, the study is subject to certain limitations that should be acknowledged. The relatively short duration of the intervention may not have been sufficient to capture the long-term effects of the flipped classroom on sustained language proficiency. Additionally, the study was conducted using the technological infrastructure available at the institution, which may differ across educational contexts and thus limits the generalisability of the findings. Furthermore, as the research was situated within a single institutional and cultural setting, the results may not be directly transferable to other ESL environments without appropriate contextual adaptation. Recognising these limitations provides a realistic interpretation of the findings and highlights directions for future research.

1.9 Summary

In conclusion, the significance of this research lies in its ability to bridge the gap between academic achievement and communication skills. This is particularly pertinent within a female campus environment, where students excel in written assessments but encounter difficulties in oral and aural skills. The study illustrates how the flipped classroom model can transform language acquisition into an engaging, student-centred, and

empowering experience. This is achieved by aligning with the revised FBISE curriculum and addressing the limitations of outdated methodologies. The implications of this research extend beyond individual classrooms and influence educational policy and practice. It offers a pathway toward comprehensive language education that equips students not only for examinations but also for real-world communicative challenges.

1.10 Organisation and Structure of the Thesis

The thesis is organised into five distinct chapters. The initial chapter, titled "Introduction," encompasses the study's context, statement of the problem, objectives, hypothesis, significance, delimitations, and an overview of the thesis structure. The second chapter, "Literature Review," Discusses prior research, theoretical perspectives, and empirical findings relevant to listening and speaking skills, including the flipped classroom approach. The third chapter, "Research Methodology," provides detailed information on the research design, participants, instrumentation, data collection techniques, and analytical methods. The fourth chapter, "Results and Data Analysis," Presents the quantitative and qualitative outcomes of the study. The final chapter, "Conclusion and Recommendations," summarises the key findings, interprets their educational implications, and offers suggestions for future research.

CHAPTER 2

LITERATURE REVIEW

The development of listening and speaking skills has long posed challenges for both teachers and learners in English as a Second Language (ESL) settings. These oral-aural skills demand a complex interplay of cognitive processing, affective readiness, and social interaction (Field, 2008; Vandergrift & Goh, 2012). Unlike reading and writing, which typically follow structured curricula supported by textbooks, listening and speaking require spontaneous communication, interactional competence, and real-time language negotiation (Richards, 2015). In many traditional classrooms, these skills remain underdeveloped due to teacher-fronted instruction, limited classroom time, and insufficient opportunities for authentic communicative practice (Burns, 2019; Nation & Newton, 2020). As a result, there is a growing demand for pedagogical approaches that are more learner-centred, interactive, and technologically enriched.

With the increasing integration of digital tools in education, the Flipped Classroom (FC) model has emerged as an innovative method for enhancing language learning. The approach reverses conventional teaching by delivering instructional content outside the classroom—often through videos—and using class time for collaborative, interactive tasks (Bergmann & Sams, 2012; Abeysekera & Dawson, 2015). In recent years, the flipped model has gained considerable traction in ESL and EFL research, particularly for its potential to develop students' listening and speaking skills. Empirical studies from diverse contexts—including East Asia, the Middle East, and Europe—consistently indicate that students in flipped environments demonstrate improved oral proficiency, greater motivation, and more positive attitudes towards learning compared to their peers in traditional lecture-based settings (Chen Hsieh et al., 2017; Ekmekçi, 2017; Lee & Wallace, 2018; Webb & Doman, 2020).

However, despite the substantial growth of international literature on flipped instruction, several research gaps remain. Studies targeting intermediate-level ESL learners—particularly within South Asian contexts—are limited. Moreover, most previous research tends to examine either listening or speaking in isolation, with fewer studies

investigating their combined development through flipped pedagogies (Hung, 2015; Al-Zahrani, 2015). This indicates a need for more comprehensive and context-specific research that explores how flipped instruction simultaneously enhances receptive and productive oral skills.

2.1 Flipped Classroom: Origins, Evolution, and Pedagogical Features

The flipped classroom model originated from the work of Bergmann and Sams (2012), who sought to maximise classroom interaction by shifting instructional delivery outside class hours. This approach aligns with constructivist principles, promoting learner autonomy, active engagement, and knowledge construction through meaningful interaction (Brame, 2013; Bishop & Verleger, 2013). In language learning, the model allows learners to review comprehensible input at their own pace—supporting cognitive processing—while using classroom time for communicative tasks that strengthen speaking, interaction, and negotiation of meaning (Richards & Rodgers, 2014; Mehring, 2016).

Recent meta-analyses demonstrate that flipped classrooms foster deeper learning, higher engagement, and improved academic achievement across disciplines (Lai & Hwang, 2016; Lo & Hew, 2017). Within ESL/EFL contexts, flipped instruction is particularly effective for listening and speaking, as it increases students' exposure to authentic input and maximises opportunities for collaborative output-based activities (Webb & Doman, 2020).

2.2 Alternative Teaching Approaches in ESL/EFL Contexts

Scholarly literature also highlights several alternative pedagogical methods that aim to improve oral-aural competence. These include:

2.2.1 Communicative Language Teaching (CLT)

CLT emphasises meaningful communication and interactive tasks to develop communicative competence (Littlewood, 2011; Richards, 2015). Research shows that CLT-based activities strengthen fluency, negotiation of meaning, and confidence (Savignon, 2018).

2.2.2 Task-Based Language Teaching (TBLT)

TBLT places tasks at the centre of instruction, providing learners with authentic purposes for communication (Ellis, 2017). Studies indicate that task-based interaction enhances speaking fluency, accuracy, and complexity (Long, 2016; Samuda & Bygate, 2018).

2.2.3 Project-Based Learning (PBL)

PBL encourages collaborative inquiry and extended communication, leading to improved oral proficiency and learner autonomy (Stoller, 2006; Beckett & Slater, 2020).

2.2.4 Blended Learning Approaches

Blended learning combines online and face-to-face instruction. Research shows that blended models increase learner satisfaction, participation, and oral performance (Graham, 2019; Neumeier, 2015). The flipped classroom is considered a specialised form of blended learning (Lo & Hew, 2017).

2.2.5 Cooperative Learning

Cooperative learning strategies foster interpersonal communication, peer interaction, and confidence in speaking (Jacobs & Renandya, 2019). These alternative approaches collectively highlight a global shift towards student-centred, interactive pedagogies aimed at enhancing real communication—supporting the need for further research into flipped methodologies.

2.3 Listening and Speaking Skills in Second Language Acquisition

Listening is widely recognised as a foundational skill that underpins language development, providing essential input for acquisition (Krashen, 1982; Vandergrift & Goh, 2012). Effective listening requires bottom-up decoding, top-down prediction, and metacognitive regulation (Field, 2008). In contrast, speaking involves productive skills such as fluency, accuracy, pronunciation, and pragmatic competence (Brown, 2007; Thornbury, 2005). Because listening and speaking are interconnected—where listening provides input and speaking provides output—many scholars argue that instructional approaches should integrate both skills for optimal development (Nation & Newton, 2020).

Traditional teacher-led methods often fail to provide sufficient opportunities for interaction, leading to learner passivity and limited oral proficiency (Richards, 2015; Burns, 2019). In contrast, technology-enhanced and flipped approaches enrich exposure to input and provide more time for communicative output, improving overall proficiency (Lee & Wallace, 2018).

2.4 Empirical Research on Flipped Classrooms for Listening and Speaking

A growing body of studies has explored flipped instruction in oral-aural skill development:

- **Listening skills:**

Research shows improved comprehension, metacognitive awareness, and confidence when learners access pre-class videos and audio materials (Hung, 2015; Al-Harbi & Alshumaimeri, 2016).

- **Speaking skills:**

Studies report gains in fluency, accuracy, pronunciation, and interactive competence due to increased communicative tasks during class time (Ekmekçi, 2017; Lee & Wallace, 2018).

- **Learner engagement:**

Flipped classrooms consistently lead to higher engagement, motivation, participation, and learner satisfaction (Zainuddin & Perera, 2019).

Yet, gaps persist regarding intermediate-level ESL learners in South Asian contexts, where cultural, educational, and institutional factors may influence students' responses to flipped learning. This validates the need for the present study.

2.5 Conceptualising The Flipped Classroom

The Flipped Classroom (FC) concept marks a significant shift in educational philosophy, emphasising the need to create more active, learner-centred environments. The flipped classroom, first popularised by Bergmann and Sams (2012), emerged as a response to the limitations of traditional, lecture-focused teaching methods. The approach essentially

reverses the conventional teaching process: instructional content is delivered externally—typically through video lectures or digital resources—while classroom time is dedicated to collaborative activities, problem-solving, and interactive discussions. This reorganisation of the instructional flow transforms the classroom into a space for applying knowledge rather than passively absorbing material.

The theoretical foundation of the flipped classroom is based on constructivist and active learning models. Brame (2013) asserts that the flipped classroom encourages the development of higher-order cognitive skills by dedicating class time to activities such as analysis, synthesis, and evaluation—tasks that are higher in Bloom’s taxonomy. The approach promotes autonomy, responsibility, and time management by requiring students to engage with content prior to class. It also supports personalised learning by allowing students to pause, replay, and study content at their own pace, thus accommodating different levels of competence and learning styles. This flexibility is especially beneficial in language schools, where input processing speeds and language proficiency levels can vary significantly.

Two essential elements of the FC model are highlighted in a seminal review by Bishop and Verleger (2013): (1) interactive, student-centred learning activities during class and (2) computer-based pre-class instructional materials. The reversed approach differs from both traditional instruction and blended learning models in two key ways. In a conventional classroom, the primary aim of face-to-face sessions is to convey knowledge through the instructor's discourse. Meanwhile, assignments and application tasks are often assigned as homework and completed in isolation. The reversed model flips this dynamic by using digital tools to provide pre-class access to foundational knowledge and enabling students to be active participants during class.

The FC model is particularly beneficial for language acquisition because it necessitates continuous engagement and substantial input. Listening and speaking skills cannot be effectively developed through passive observation or memorisation; they need active participation, practice, and feedback in communicative environments. The FC model aligns with the principles of Communicative Language Teaching (CLT), which emphasise learner involvement, practical language use, and fluency enhancement. Additionally, pre-

class videos or podcasts can provide controlled input in authentic dialects at different speeds, offering learners valuable exposure to various listening contexts. In-class activities, such as conversations, role-plays, and peer collaboration, enhance oral fluency, turn-taking, pronunciation, and pragmatic skills.

Over the past decade, there has been a significant increase in academic interest in integrating the Flipped Classroom (FC) model into ESL (English as a Second Language) and EFL (English as a Foreign Language) classrooms. Language acquisition, unlike general content instruction, presents distinct challenges: it is a cognitive and skill-based process that requires extensive exposure to input and numerous chances for meaningful output. Lotino and Ocampo (2024) conducted a systematic review to investigate the impact of the flipped classroom (FC) model on the development of language skills among ESL and EFL learners. The authors analysed how flipped instruction improves both receptive (listening and reading) and productive (speaking and writing) language competencies, based on fifteen empirical studies conducted between 2016 and 2021. The review found that students exposed to the FC approach demonstrated enhanced linguistic performance, greater motivation, and increased classroom engagement compared to those in traditional settings. These findings were consistent across various educational contexts. The study emphasised the unique effectiveness of FC in improving speaking and listening skills, which was attributed to the model's structure, allowing learners to engage with instructional content—including audio materials and video lectures—before class. This frees up face-to-face sessions for activities that require feedback, collaborative work, and communicative practice. The FC model is a highly suitable instructional strategy for ESL and EFL contexts, as it addresses both the cognitive and practical demands of second language acquisition, according to the authors.

The flipped model introduces specific challenges. Transitioning to flipped teaching requires careful planning, digital skills, and institutional backing. Educators need to spend time developing or selecting suitable pre-class materials and designing in-class activities that go beyond simple comprehension checks to involve analysis, interpretation, and genuine language practice. Additionally, some students might initially resist the idea, mainly if they are used to more passive learning methods. For the flipped classroom to

succeed, students must take greater responsibility for their learning, while educators should adopt a supportive role rather than delivering lectures.

Nevertheless, the instructional potential of the FC model continues to attract research interest across various disciplines, especially in language education. As education becomes increasingly hybrid and driven by technology, the flipped classroom provides a flexible, scalable, and pedagogically effective approach to enhance learner engagement and performance. Its use in ESL classes, particularly for developing listening and speaking skills, seems especially promising.

2.6 Flipped Classroom in ESL/EFL Contexts

The integration of the Flipped Classroom (FC) model into ESL (English as a Second Language) and EFL (English as a Foreign Language) classrooms has attracted significant academic interest over the past decade. Unlike general content instruction, language learning presents specific challenges: it is both a skill-based and cognitive process that requires repeated exposure to input and numerous opportunities for meaningful output. Lotino and Ocampo (2024) conducted a systematic review analysing the effects of the flipped classroom (FC) model on improving language abilities in ESL and EFL learners. Based on fifteen empirical studies conducted between 2016 and 2021, the authors examined how flipped instruction helps enhance both receptive (listening and reading) and productive (speaking and writing) language skills. Their review found consistent results across various educational contexts: students exposed to the FC approach showed improved linguistic performance, increased motivation, and greater classroom engagement compared to those in traditional settings. The study highlighted the specific effectiveness of FC in developing listening and speaking abilities. This was attributed to the model's design, which allows learners to engage with instructional content—such as video lectures and audio materials—before class, thus freeing face-to-face sessions for communicative practice, collaborative tasks, and feedback-oriented activities. The authors concluded that the FC model effectively meets both the cognitive and practical needs of second language acquisition, making it an especially suitable instructional approach for ESL and EFL environments.

Numerous empirical studies across various cultural and educational contexts have examined the effectiveness of flipped classrooms in language education. In a quasi-experimental study conducted in Iran, Namaziandost and Çakmak (2020) found that students who received flipped instruction outperformed their peers in speaking proficiency and listening comprehension. The research attributed this improvement to consistent exposure to audiovisual materials and well-organised peer interaction in the classroom. Zainuddin and Halili (2016) reported positive learner opinions in Indonesian EFL contexts, emphasising increased motivation, engagement, and language confidence among students experiencing flipped instruction.

Webb and Doman (2020) examined the impact of flipped learning on the speaking fluency of EFL learners in China. Their results showed significant improvement in students' speaking skills and increased active class participation. They observed that the flipped approach created a more encouraging and interactive classroom environment, motivating students to take greater language risks and feel less nervous about speaking. The same study also found that teachers and students developed better rapport when teachers moved away from traditional lecturing and took on a more facilitative role, enabling more personalised feedback and support.

The flipped paradigm in language learning is often recognised for boosting student participation and responsibility. Students are expected to review the pre-class materials before the lecture, which leads to better preparation and more active engagement in class discussions. In Turkey, Turan and Akdag-Cimen (2020) observed that the flipped model resulted in a more effective use of classroom time, as students were already familiar with the thematic content and grammar points. This preparation enabled deeper discussions and allowed teachers to utilise pair and group activities more efficiently, thereby creating more speaking opportunities.

However, implementing the flipped classroom in ESL/EFL contexts faces several challenges. A common issue is students' lack of familiarity with the approach, which can lead to resistance or inconsistent preparation before classes. Hung (2015) warned that without proper orientation and motivation, students may not engage with pre-recorded materials, reducing the model's effectiveness. Additionally, differences in digital access,

technological skills, and learner independence can influence the success of flipped learning, particularly in under-resourced environments where students lack reliable internet or personal devices.

Furthermore, research indicates that flipped learning can be especially advantageous for intermediate-level learners. While beginners may need more structured input and direct supervision, intermediate learners tend to thrive with increased independence and more opportunities to apply their language skills. At this stage, learners can engage with authentic materials and participate in organised interactions, making the FC model a valuable tool for enhancing language proficiency.

The growing body of research worldwide supports the flipped classroom as a practical and innovative approach to ESL/EFL teaching. When carefully applied, it promotes learner independence, boosts time-on-task for better language use, and aligns with communicative and constructivist teaching methods in language education. Based on these findings, using it to enhance listening and speaking skills—skills that require considerable input and active engagement—is both suitable and pedagogically justified.

2.7 Listening Skills in Second Language Acquisition

Listening is crucial for acquiring a second language, often seen as the key to linguistic competence and effective communication. It is the first language skill that learners develop in both their first language (L1) and second language (L2) contexts, and it is essential for understanding meaning, negotiating interactions, and internalising the rhythms and structures of the target language. According to Namaziandost and Çakmak (2020), hearing is the primary language skill that children develop in their home language, laying the foundation for later speaking, reading, and writing skills. In L2 environments, hearing plays a vital role, serving both as a channel for input and as support for broader language development processes.

Despite its importance, listening has traditionally been regarded as the "Cinderella skill" in language education—undervalued and underdeveloped compared to speaking, reading, and writing. Nunan (1999) notably referred to it as the most overlooked of the four skills, a view echoed by later researchers such as Namaziandost et al. (2019b), who worry that while speaking receives more educational attention, listening is often overlooked. This

imbalance persists in many classrooms, particularly those with teacher-centred or grammar-focused approaches, where listening is reduced to passive comprehension exercises instead of encouraging active cognitive engagement.

Listening in L2 is not merely a straightforward process of decoding sounds; it is an active, intricate mental task that involves analysing input, recognising linguistic forms, interpreting meaning, and combining it with contextual knowledge. Anderson (2005) describes listening as engaging both bottom-up and top-down processing: learners need to decode individual sounds and words (bottom-up) while also drawing on background knowledge, contextual clues, and expectations (top-down). The interaction of these processes makes listening not just a perceptual skill but also a cognitive and metacognitive one.

The challenges faced by ESL learners in developing listening skills are well-known. Difficulties come from rapid speech, reduced forms, unfamiliar accents, background noise, and lack of contextual cues (Goh, 2000). Additionally, limited vocabulary and grammatical understanding can hinder learners' ability to interpret even basic spoken language. For many students, these difficulties lead to frustration and anxiety, especially when listening tasks in class lack strategy training or effective scaffolding.

In recent years, researchers have highlighted the significance of strategic listening instruction—that is, teaching learners how to listen, rather than just administering listening tests. Vandergrift and Tafaghodtari (2010) promote metacognitive instruction that assists learners in planning, monitoring, and assessing their listening processes. Likewise, Field (2008) proposes that listening tasks should be designed to concentrate on decoding, segmenting speech, and inferring meaning, rather than simply answering comprehension questions.

Within this context, the flipped classroom provides unique benefits for enhancing listening skills. First, the pre-class stage allows students to engage with authentic listening input in a low-stress setting. They can pause, rewind, replay, and annotate audio or video content, thereby improving comprehension and fostering independence. Unlike traditional listening activities that are constrained by time and teacher control, flipped listening offers

self-paced, repeated exposure, which is essential for internalising phonological and syntactic features.

Furthermore, the in-class component of the flipped pedagogical model provides opportunities for communicative listening exercises, including collaborative problem-solving, summarising information, and peer-led discussions based on pre-class materials. These activities not only bolster comprehension but also promote students' utilisation of listening as a means of interaction—evolving it from a passive skill into an active form of communication.

Numerous studies have corroborated the effectiveness of flipped classrooms in enhancing second language (L2) listening skills. For example, Basal (2015) conducted a study in Turkey, where students were provided with video lectures to view at home and participated in listening-based communicative activities during class sessions. The findings indicated notable improvements in listening proficiency, alongside increased learner motivation and satisfaction. Likewise, Ekmekci (2017) observed that students enrolled in a flipped English classroom exhibited superior comprehension and retention relative to their counterparts in conventional classroom settings.

It is also important to note that flipped listening activities can be customised to target specific listening subskills. For example, pre-class materials can focus on discrete listening skills such as recognising stressed syllables, discursive markers, or following intonation patterns. In class, these skills can be put into context through role-plays, interactive listening games, or simulated real-life tasks, thereby improving both comprehension and application.

Furthermore, the flipped model tackles the problem of time spent on tasks. In traditional classes, listening activities are often limited by time, resulting in superficial coverage. In a flipped setting, however, students have more opportunities to engage with the input, think about the content, and revisit challenging parts. This increased engagement fosters deeper processing and longer-lasting retention, both of which are vital for building strong listening skills.

In conclusion, listening is a complex skill that requires deliberate and strategic instruction, as well as ample exposure to meaningful input. The flipped classroom presents

a promising pedagogical approach for addressing the challenges of L2 listening development. By providing flexible, repeated, and scaffolded access to listening materials, and by transforming classroom time into spaces for interactive listening practice, the FC model aligns well with current understandings of how listening is acquired and taught in second language contexts.

2.8 Speaking Skills in Second Language Acquisition

Speaking is widely recognised as one of the most essential yet challenging skills in second language acquisition. It reflects not only the culmination of language learning but also the most visible demonstration of communicative competence. Among the four core language skills—listening, speaking, reading, and writing—speaking is often regarded as the ultimate measure of language proficiency, especially in real-life situations where effective oral communication is crucial for academic, social, and professional success. However, in many ESL/EFL classrooms, speaking remains underemphasised due to structural constraints, traditional pedagogical practices, and learner-related challenges such as anxiety, limited vocabulary, and lack of confidence.

According to Bygate (2001), speaking is a productive and interactive skill that requires learners to encode and decode messages in real-time, drawing on complex cognitive, linguistic, and pragmatic resources. It involves fluency, accuracy, pronunciation, turn-taking, and discourse management, making it one of the most demanding skills to master. Unlike reading or writing, speaking is ephemeral—it occurs in spontaneous interaction. It allows little time for planning or revision, especially for language learners still grappling with the rules and usage of the target language.

The traditional teacher-centred model frequently marginalises speaking activities by dedicating the majority of class time to teacher-led instruction, grammar explanations, or written exercises, thereby minimising opportunities for meaningful student interaction. In such environments, learners tend to adopt a passive role as recipients of knowledge rather than active users of the language. Nation and Newton (2009) emphasise the importance of providing ample speaking opportunities in ESL classrooms, arguing that oral output not only consolidates vocabulary and grammatical skills but also enhances fluency,

accuracy, and pragmatic competence through consistent practice and constructive feedback.

Flipped classrooms offer a dynamic and responsive environment that effectively develops speaking skills. The success of this approach depends on its reversal of cognitive load: students learn the theoretical and structural aspects of language at home through video lectures, dialogues, and demonstrations, which allows class time to be dedicated to interactive speaking activities such as role-plays, debates, presentations, and peer interviews. This approach aligns with the principles of communicative language teaching (CLT) and task-based language teaching (TBLT), both of which focus on meaningful communication and learner-centred interaction.

Empirical research substantiates the positive influence of flipped instruction on speaking performance. For instance, Webb and Doman (2020) observed that Chinese EFL students who engaged in a flipped classroom exhibited notable improvements in speaking fluency and complexity. The students attributed their progress to the capability to preview and rehearse linguistic input outside of class, thereby enabling more meaningful use of classroom time for authentic interaction and feedback. Similarly, Turan and Akdag-Cimen (2020) documented an increase in oral participation and a decrease in speaking anxiety among Turkish learners within a flipped learning environment, noting that learners demonstrated a greater willingness to take risks and participate in discussions when adequately prepared with background knowledge.

One of the most essential advantages of the flipped classroom for developing speaking skills is the reduction of performance anxiety. In many EFL settings, students are hesitant to talk because they fear making mistakes or being judged by their peers. By offering pre-class exposure to target structures and contextual clues, the flipped model increases learner confidence, helping them to participate in classroom discussions feeling prepared. Additionally, collaborative in-class activities shift the focus from individual performance to a more supportive peer learning environment.

Another pedagogical benefit of the flipped approach is the promotion of formative assessment and personalised feedback. During in-class speaking activities, teachers serve as facilitators and observers, monitoring language use and giving timely feedback. Unlike

traditional lessons, where speaking is often assessed through summative evaluations (e.g., oral exams), the flipped classroom enables ongoing, low-stakes assessments that help learners track their progress and make gradual improvements.

Furthermore, the flipped classroom supports multimodal learning, which is especially advantageous for speaking instruction. Learners can interact with visual, auditory, and written input before class, such as watching dialogues, analysing real-life interviews, or mimicking pronunciation from videos. These diverse inputs enhance phonological awareness, prosody, and intonation—crucial aspects of spoken proficiency that are often neglected in traditional classroom settings. In-class activities then reinforce these skills through shadowing exercises, paired conversation drills, and fluency games.

Alongside fostering fluency and confidence, the flipped model can also improve spoken accuracy and complexity. When students are exposed to correct language models outside class and given the opportunity to analyse them (e.g., through transcript-based listening or grammar-in-context tasks), they are better able to internalise grammatical patterns and vocabulary. Class time can then be utilised for controlled practice, reformulation tasks, and teacher-led feedback to enhance their spoken output.

It is also crucial to recognise the cultural aspects of speaking instruction. In many EFL settings, especially in Asia and the Middle East, students are socialised into educational traditions that discourage speaking out, questioning authority, or expressing disagreement. The flipped classroom, by decentralising the teacher's role and encouraging learner-led discussions, gradually challenges these cultural inhibitions and empowers students to become more active communicators.

In conclusion, speaking is a vital yet complex aspect of second language acquisition that demands systematic, continuous, and interactive practice. The flipped classroom offers an ideal framework for enhancing spoken proficiency by combining personalised pre-class preparation with rich, communicative in-class activities. It boosts learner confidence, increases speaking opportunities, and allows for more targeted feedback—thereby addressing many of the traditional shortcomings of ESL instruction. As speaking continues to grow in importance in global communication and academic contexts, the flipped model

appears as an innovative and effective pedagogical tool for developing oral competence in ESL learners.

2.9 Paralinguistic in The Pakistani ESL Context

In discussions of communicative competence, attention is often given to vocabulary, grammar, and pronunciation. At the same time, paralinguistic features—such as intonation, stress, rhythm, gesture, eye contact, and body posture—are often overlooked. However, research in sociolinguistics and pragmatics consistently shows that listeners derive a significant part of meaning not from lexical items but from how messages are delivered (Mehrabian, 2014; Nguyen, 2019). These subtle yet powerful aspects of communication influence whether speech is perceived as fluent, confident, and socially appropriate. In second language learning contexts such as Pakistan, where English holds not only instrumental but also symbolic value, ignoring paralinguistic competence can seriously hinder learners' ability to participate effectively in academic and professional discourse (Mahboob & Elyas, 2014).

2.9.1 English as A Prestige Language in Pakistan

English in Pakistan holds a dual status: it is both an official language used in administration and higher education, and a social symbol of prestige, associated with upward mobility, employability, and access to elite institutions (Coleman, 2010). For students in girls' colleges, proficiency in English is often linked to ambitions of securing scholarships, excelling in professional careers, or gaining social respectability. However, while many such students perform exceptionally well in written exams, their spoken performance remains weak, as their delivery is often hindered by long pauses, downward gaze, flat intonation, and nervous gestures. These paralinguistic signals reveal insecurity and hesitation, reducing the impact of even grammatically correct speech.

2.9.2 Exam-Oriented Curriculum and The Neglect of Oracy

One of the leading structural causes of this imbalance is the exam-focused culture in Pakistan's education system. At the higher secondary level, board exams mainly assess reading and writing skills, leaving listening and speaking outside the scope of formal assessment (Shamim, 2008). As a result, teachers focus on testable skills and allocate a

limited amount of time to oral practice. Even when speaking tasks are introduced, they tend to prioritise accuracy over fluency, with little emphasis on expressive delivery or communicative strategies. This systemic neglect has long-term effects, as students develop a perception that oral competence is secondary and dispensable. Without deliberate curricular changes, students remain underprepared for real-world communication that demands nuanced paralinguistic awareness (Khan, Khan, Zia-Ul-Islam, & Khan, 2019).

2.9.3 Gendered Social Norms and Their Effect on Expressive Competence

Gender significantly influences paralinguistic expression. Female learners in Pakistan are often socialised into modesty, restraint, and deference, which discourages assertive body language and expressive intonation (Mahboob & Elyas, 2014). In classroom settings, this results in a limited willingness to make eye contact, project the voice, or employ gestures. While these behaviours align with sociocultural expectations of femininity, they can hinder communicative competence in English, which frequently demands more overt assertiveness. For many girls' colleges, this creates a paradox: students with excellent academic records and strong written English skills, but limited ability to effectively project ideas orally. The lack of training in paralinguistics sustains anxiety, forming a cycle where poor delivery further diminishes confidence and leads to greater avoidance of speaking opportunities.

2.9.4 Urban–Rural Divide in Paralinguistic Repertoire

Another key factor is the stark urban–rural divide in exposure to authentic English. Urban learners, especially those attending elite private schools, may have greater opportunities to interact with fluent English speakers, observe diverse accents, and acquire nonverbal communication styles associated with confidence and fluency. In contrast, students from rural or semi-urban backgrounds often encounter English mainly through textbooks and scripted dialogues, with limited access to naturalistic oral input (Coleman, 2010). As a result, even academically high-achieving rural students may lack familiarity with speech rhythms, stress patterns, and culturally appropriate gestures, further restricting their ability to engage in communicative tasks. This disparity perpetuates inequalities, as urban learners are more likely to succeed in interviews, group discussions, and presentations that value both linguistic and paralinguistic fluency.

2.9.5 The Role of Flipped Classroom in Addressing Paralinguistic Gaps

The flipped classroom model offers a promising framework for tackling these longstanding challenges. By moving content delivery outside of class through pre-recorded videos, authentic interviews, and real-world conversations, students can repeatedly observe paralinguistic features at their own pace. Exposure to diverse accents, intonation patterns, gestures, and discourse styles provides learners with a richer range than textbooks alone can offer (Basal, 2015). In the classroom, valuable contact hours can then be allocated to role-plays, debates, and group discussions that focus on both delivery and content. This approach not only normalises expressive speaking but also reduces individual spotlight anxiety, as students engage in collaborative tasks where the focus is shared (Zainuddin & Halili, 2016).

Moreover, integrating paralinguistic training into flipped classroom activities aligns with current research on second language pragmatics, which emphasises the importance of multimodal exposure for developing communicative competence (Nguyen, 2019). By analysing gestures, tone, and facial expressions in pre-class materials, students can consciously focus on features often overlooked in traditional teaching. During in-class practice, teachers can provide targeted feedback on both verbal and nonverbal elements, helping learners to refine posture, intonation, and confidence alongside vocabulary and grammar.

2.9.6 Curriculum Implications

In the Pakistani context, integrating paralinguistics within the flipped classroom is not just a pedagogical preference but a curricular requirement. National curriculum guidelines stress communicative competence, yet classroom practices primarily rely on rote memorisation and exam-focused preparation (Shamim, 2008). To address this discrepancy, flipped methodologies can put curricular aims into practice by providing structured opportunities for oral performance. For instance, assignments might ask students to record themselves delivering short presentations after watching model videos, with assessment rubrics covering both linguistic and paralinguistic aspects. In-class peer assessments can also foster attention to delivery, encouraging a culture where expressive communication is valued and appreciated.

2.10 Integrated Development of Listening and Speaking Through Flipped Instruction

Listening and speaking, while often considered separate areas in language teaching, are fundamentally interconnected in honest communication. In authentic conversational situations, effective speaking cannot happen without strong listening skills, and vice versa. In fact, spoken interaction is a continuous cycle of receiving and producing language, involving quick cognitive processing, turn-taking, negotiating meaning, requesting clarification, and providing immediate feedback. This dynamic relationship emphasises the educational importance of integrating these skills in classroom practice, primarily through learner-centred approaches like the flipped classroom model.

Traditional classroom paradigms, particularly in large or exam-focused settings, often fail to foster the interaction necessary to develop integrated oral skills. Time constraints, teacher-centred methods, and textbook-focused activities tend to isolate listening and speaking or emphasise one over the other. Listening tasks are frequently limited to comprehension checks, while speaking is restricted to rote dialogues or controlled drills, leaving little room for spontaneous interaction or critical thinking. This separation conflicts with real-world communication, where listening and speaking work together. Therefore, a pedagogical shift is necessary—one that not only emphasises communicative competence but also rethinks classroom time and learner engagement. The flipped classroom offers a feasible and promising alternative.

The flipped model naturally promotes integration by allowing students to engage with receptive content (listening) before class and apply it through productive output (speaking) during class time. Pre-class listening activities—such as watching videos, listening to podcasts, or exploring interactive audiovisual content—provide learners with contextual input, vocabulary, and models of natural language use. This prior exposure serves as the cognitive scaffolding for in-class speaking tasks, which involve learners summarising, analysing, critiquing, role-playing, or extending what they have heard. As Abeysekera and Dawson (2015) argue, flipped learning encourages active cognitive engagement and retention by turning passive listening into a more active, purposeful experience linked to communicative outcomes.

Studies examining the development of integrated oral skills in flipped classrooms have yielded compelling results. Hung (2015) explored a flipped English course in Taiwan, where students were assigned pre-class listening videos and then engaged in collaborative speaking tasks during class. The findings revealed notable improvements in both listening comprehension and oral fluency, with learners reporting increased motivation and decreased anxiety. Likewise, Lee and Wallace (2018) investigated a flipped ESL programme in Korea. They discovered that exposure to authentic listening input alongside interactive speaking practice fostered greater learner autonomy, pragmatic awareness, and confidence in spontaneous conversations.

Another benefit lies in the authenticity and purposefulness of classroom speaking tasks that originate from pre-class listening. When students listen to real-world content—such as news reports, interviews, debates, or storytelling—they engage with language as it is naturally used, not just artificial textbook recordings, as discussed by Gilboy, Heinerichs, and Pazzaglia (2015) and Webb and Doman (2020). In class, they then use that content as the basis for discussion, role-play, argumentation, or problem-solving. According to Zainuddin and Halili (2016) and Lee and Wallace (2018), this kind of task-based integration not only reflects authentic communication but also fosters critical thinking, synthesis, and interpersonal skills.

2.11 Identified Gaps in The Literature

Despite the increasing interest in flipped classroom pedagogy across various educational settings, notable gaps persist in the literature—particularly in relation to the development of listening and speaking skills among intermediate-level ESL learners. Much of the current research has concentrated on areas such as grammar acquisition, vocabulary enhancement, or the integration of flipped models in STEM disciplines and tertiary education (Al-Harbi & Alshumaimeri, 2016; Chuang, 2018). Consequently, the role of the flipped classroom in fostering oral communicative competence remains insufficiently investigated.

While several studies acknowledge the potential of pre-class video input and in-class discussions (Brame, 2013; Gilboy, Heinerichs, & Pazzaglia, 2015), few offer comprehensive or empirical analyses on how these practices directly influence learners'

listening comprehension and speaking fluency in tandem. Moreover, studies that do focus on oral skills often do so in isolation, either targeting listening (Goh, 2000) or speaking (Nation & Newton, 2009), rather than examining their interrelated development—a critical oversight considering that real-life communication hinges on the dynamic interaction between these two modalities (Swain, 1985).

Another area of concern is the methodological narrowness in many prior investigations. A large portion of the existing literature relies exclusively on quantitative tools, such as achievement tests or academic performance metrics, without incorporating qualitative insights into learner perceptions, motivation, or behavioural engagement (Hung, 2015; Lee & Wallace, 2018). This quantitative bias limits the depth and nuance needed to fully evaluate the pedagogical value of the flipped classroom, particularly in skills-based ESL instruction (Zainuddin & Halili, 2016).

Geographical and contextual constraints further restrict the relevance of previous studies. Much current research is conducted in technologically advanced or Western educational settings (Webb & Doman, 2020), perhaps failing to represent the challenges and realities faced by ESL classrooms in under-resourced or culturally diverse contexts (Turan & Akdag-Cimen, 2020). Moreover, learner autonomy, access to digital resources, and teacher readiness—crucial elements for the effectiveness of flipped instruction—are frequently referenced but rarely examined comprehensively (Al-Harbi & Alshumaimeri, 2016).

Finally, there is limited evidence concerning the long-term effects and sustainability of flipped instruction on oral skill development. Questions about retention, transferability, and real-world applicability of listening and speaking skills gained through this model remain unanswered (Namaziandost & Çakmak, 2020; Chuang, 2018).

This study tackles these gaps by focusing on intermediate-level ESL learners and exploring both the cognitive and emotional outcomes of flipped instruction. Using a mixed-methods approach that includes experimental pre- and post-testing, along with qualitative tools such as questionnaires and interviews, the research aims to provide a more comprehensive and contextually relevant understanding of how flipped classrooms impact learners' oral proficiency.

2.12 Summary

The literature reviewed in this chapter emphasises the pedagogical shift from traditional teacher-centred instruction to more learner-driven, technology-integrated models—most notably, the flipped classroom. As global trends in education increasingly prioritise communicative competence, especially in ESL contexts, the flipped classroom emerges as a compelling approach for fostering active engagement, learner autonomy, and meaningful interaction. While the model has been widely studied across disciplines, its specific application to listening and speaking skills remains underexplored, particularly among intermediate-level English learners. This gap is critical, given the reciprocal nature of these two skills and their central role in authentic communication.

Empirical studies offer promising evidence of enhanced learner motivation, participation, and oral performance within flipped learning environments; however, they also highlight methodological inconsistencies, a limited emphasis on integrated oral skills, and a deficiency of data from non-Western or resource-constrained contexts. The reviewed literature emphasises the necessity for experimental, mixed-method research that not only evaluates performance outcomes but also encompasses learners' perceptions and contextual realities.

Therefore, the present study aims to contribute to the field by examining the effect of flipped instruction on both listening and speaking skills in a more comprehensive, context-aware, and empirically based manner. By addressing the identified gaps, this research aims to inform pedagogical practices and provide ESL educators with effective strategies for enhancing oral proficiency through innovative instructional models.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter outlines the study's methodological framework, focusing on how the flipped classroom model affects the listening and speaking skills of intermediate-level English learners. It covers the research design, population and sampling methods, experimental procedures, instructional interventions, data collection tools, data analysis techniques, and ethical considerations. These aspects are vital for ensuring the credibility, reproducibility, and generalizability of the results. The chapter also justifies the selected methods and procedures, demonstrating a precise alignment with the research goals and maintaining methodological rigour.

3.1 Research Design

This study adopts a **mixed-methods design**, combining quantitative and qualitative approaches to provide a comprehensive understanding of how the flipped classroom model influences learners' listening and speaking skills. The **quantitative component** follows a *quasi-experimental one-group pre-test post-test design*, which is commonly used in classroom-based research where it is not feasible to create separate control and experimental groups. Since the intervention was implemented within an intact intermediate-level class, the same students were assessed before and after the flipped classroom instruction, allowing measurement of change over time without disturbing institutional scheduling constraints.

Complementing this, the study employs a **qualitative descriptive design**, which enables the researcher to capture nuanced classroom behaviours, learner engagement, and perceptions through observation notes and open-ended questionnaire items. This design is appropriate for gaining insights into how students interact, collaborate, and respond affectively during flipped lessons—elements that cannot be fully captured through numerical test scores alone.

By integrating these two designs within a mixed-methods framework, the study strengthens the validity of its findings: quantitative results reveal measurable improvements in listening and speaking, while qualitative evidence provides contextual

depth, behavioural patterns, and learner perspectives. Together, these designs justify the methodological choices of the researcher and ensure a well-rounded evaluation of the intervention's effectiveness.

3.1.1 Rationale for the Selected Design

The one-group pre-test post-test quasi-experimental design was chosen because it aligns effectively with the institutional realities of the research context. Reassigning students to different sections or creating artificial groups would have disrupted academic routines and raised administrative concerns. Therefore, implementing the intervention within the same intact class preserved ecological validity and ensured that learning progressed naturally.

This design also enables **paired-sample statistical analysis**, as each participant serves as their own control across two time points. Paired-sample testing strengthens internal validity by examining within-subject changes, making it possible to determine whether learners showed significant improvement in listening and speaking skills after experiencing the flipped classroom model.

3.1.2 Research Method

The specific method used was a pre-test/post-test single-group design. In this, the same group of students is tested before and after the intervention to assess the impact of the flipped classroom model.

- Pre-Test: Supplied baseline data on students' listening and speaking skills.
- Intervention: A three-week flipped classroom teaching programme centred on interactive listening and speaking activities.
- Post-Test: Assessed progress following the intervention using the same evaluation tools.

This method was chosen because it isolates the effect of the intervention within the same group, thereby controlling for individual differences. The statistical technique used for analysis was a paired samples t-test, which allowed for the comparison of pre- and post-test scores to determine if the differences were significant.

3.2 Population

The population for the current study consisted of Higher Secondary School Certificate (HSSC-II) pupils enrolled at Army Public Schools and Colleges (APS&C) across the Rawalpindi Region. The Army Public Schools and Colleges Secretariat, under the administrative control of the Pakistan Army's Education Directorate, manages a broad network of institutions serving this regional population.

The schools and colleges uphold a highly regulated yet semi-formal environment, with policies designed to balance academic rigour, co-curricular development, and personal discipline. Although most students come from middle- to upper-middle-class families, the school accommodates pupils from a variety of socio-economic backgrounds, including children of armed forces personnel and civilians. This diversity ensures that the institutions are neither overly exclusive nor socially uniform, thereby representing a wide range of motivated and academically competitive learners.

Reading and writing skills have historically been prioritised in teaching English within this system, mainly because they are directly assessed in board examinations. In contrast, the traditional teaching approach continues to undervalue speaking and listening. The population of the APS&C Rawalpindi Region offers a suitable context for exploring innovative teaching methods, such as the divided classroom model, owing to the academic expectations, socio-economic diversity, and institutional culture at this level. The region's population is sufficiently diverse and extensive, encompassing both boys' and girls' sections, as well as various fields such as pre-medical, pre-engineering, and computer science (ICS). However, as is common in educational research, it was neither practical nor necessary to conduct the study with the entire regional population. Instead, a specific representative sample was chosen, and the details of this sample are provided in the next section.

3.3 Sample and Sampling Technique

For this research, the sample was selected from a single institution within the Rawalpindi Region of APS&C: APS&C Humayun Road, Girls Wing. The choice to focus on this site was based on both practical feasibility and the researcher's accessibility, as the

researcher was affiliated with the institution and could ensure consistent access to participants, classrooms, and administrative permissions.

3.3.1 Sample Characteristics

The sample consisted of a single intact section of 25 female students enrolled in HSSC-II (pre-medical group). These participants shared the following defining characteristics:

- **Institutional Context:** APS&C Humayun Road, Girls' Wing, one of the largest campuses within the Rawalpindi Region, recognised for its disciplined environment and academic competitiveness.
- **Academic Level:** HSSC-II (second year of higher secondary education), which is the cohort preparing for the FBISE board examinations.
- **Stream:** Pre-medical, indicating that these students are on an academic path focused on medical studies. This stream typically includes high-achieving, academically dedicated learners with strong performance records.
- **Age Group:** Mainly 17 to 18 years old, aligning with the typical age for HSSC-II in Pakistan.
- **Gender:** exclusively female, as the sample was taken from the Girls' Wing.
- **Assessment Board:** All students were enrolled with the Federal Board of Intermediate and Secondary Education (FBISE), ensuring a consistent academic curriculum and assessment system.

This sample was particularly relevant to the study's aims. Despite strong written performance, female students in this cohort often exhibited reticence in oral communication, limited confidence in spontaneous speaking, and inadequate listening comprehension skills, particularly in comparison to their strengths in grammar and writing. This gap in communicative competence provided a solid justification for introducing a flipped classroom intervention, specifically targeting listening and speaking skills.

3.3.2 Sampling Technique

The study used a **Convenient Sampling Method**, which is typical in educational research where intact classes are examined without random assignment. The reason for choosing this approach included:

1. **Feasibility:** The chosen intact section enabled the researcher to carry out the intervention without disrupting other academic schedules or requiring institutional restructuring.
2. **Continuity:** Working with the same group from pre-test to post-test ensured consistency, allowing changes observed to be attributed to the intervention.
3. **Accessibility:** The researcher's professional association with the institution enabled permissions, regular access, and close monitoring of progress.
4. **Natural classroom dynamics:** Unlike artificial randomisation, convenience sampling maintained the natural grouping and peer interactions within the classroom, which is especially significant when examining interactional skills like speaking and listening.

Although convenience sampling may limit the external validity of the findings, this was offset by the study's emphasis on internal validity. By maintaining a consistent sample throughout both pre- and post-intervention phases, the design minimised the influence of individual differences such as personality, motivation, or previous exposure to English.

3.3.3 Justification of the Sampling

The choice of this specific group of 25 students was justified on multiple grounds:

1. **Representativeness:** Although not statistically representative of all APS&C students, the sample mirrored the broader traits of HSSC-II learners in the Rawalpindi Region: exam-focused, academically capable, but with limited communication skills.
2. **Practicality:** A manageable sample size enabled close monitoring, personalised feedback, and detailed qualitative observation.

3. **Suitability for Intervention:** The girls' wing context highlighted the communicative challenges faced by academically high-achieving but orally reticent learners, making it ideal for testing the flipped classroom model.
4. **Homogeneity:** As all students belonged to the same class, followed the same curriculum, and were on the same stream, extraneous variation was reduced, enhancing the study's internal validity.

3.4 Instruments

To evaluate the impact of the flipped classroom model on the listening and speaking skills of HSSC-II learners, three complementary research instruments were employed: (i) pre- and post-tests, (ii) a structured questionnaire, and (iii) an observation checklist. While two instruments may be sufficient for many experimental studies, the use of three tools was intentionally selected to ensure **greater validity, richer data, and methodological triangulation**, as recommended in mixed-methods research (Creswell & Plano Clark, 2018). Because listening and speaking are dynamic skills that involve cognitive, linguistic, and behavioural dimensions, a single or dual method would have presented a limited picture of learners' development.

3.4.1. Pre-Test and Post-Test

Before the implementation of the flipped classroom methodology, all participants completed a standardised diagnostic pre-test designed to evaluate their existing listening and speaking competencies in English. The researcher meticulously developed the assessment, referencing internationally recognised language proficiency standards while customising it to align with the local curriculum, classroom dynamics, and student capabilities. The primary objective was to appraise students' comprehension of spoken English and their verbal expression before the educational intervention.

The pre-test served two primary objectives:

1. **Baseline Measurement:** It evaluated the listening and speaking skills of each student before the flipped classroom intervention was introduced.

2. Needs and Preparedness Assessment: It enabled the researcher to identify areas where students required the most improvement, allowing for the development of instructional content that was more effectively tailored to the learners' communicative needs.

The assessment consisted of two sections:

- **Listening Component:** Participants listened to brief, authentic audio recordings (such as conversations, announcements, and short talks) and answered a series of comprehension questions that assessed their ability to understand main ideas, specific details, inferences, and speaker intentions.
- **Speaking Component:** Each student took part in a short, one-to-one oral performance task consisting of two parts:
 - i. Describing a visual prompt or image in detail.
 - ii. Responding to a series of guided questions conversationally with the researcher enabled the evaluation of both monologic and dialogic speaking skills. Additionally, the researcher showed students a selection of short documentaries, after which they were required to speak in front of the class, summarising the content and expressing their understanding. This method offered a richer context for assessing spontaneous spoken expression, comprehension, and the ability to articulate ideas based on audiovisual input.

A detailed and well-organised rubric was employed to evaluate student performance in both listening and speaking sections. The rubric encompassed a wide range of evaluative criteria to ensure a fair and comprehensive assessment of oral and auditory skills. Key linguistic elements included:

- **Precision** (grammatical correctness in verbal expression)
- **Fluency** (the seamless flow and continuity of speech)
- **Pronunciation** (clarity, intelligibility, and articulation)
- **Vocabulary Range** (diversity, accuracy, and suitability of lexical selections)
- **Coherence and Organisation** (logical progression and clarity of concepts)

- **Interactional Competence** (the capacity to begin, sustain, and reply correctly in dialogue)

Alongside these language elements, many paralinguistic and pragmatic characteristics were incorporated into the rubric to represent authentic communication ability. These comprised:

- **Nonverbal Communication** (utilisation of gestures, posture, and total bodily expressiveness)
- **Voice Control** (modulation, volume, pitch fluctuation, and projection)
- **Eye Contact** (the capacity to engage the audience by maintaining equitable visual engagement throughout the room, while avoiding undue concentration on one side)
- **Non-verbal Distractions** (instances of fidgeting, nervous tics, or restlessness that undermine the message)
- **Breath Control** (the capacity to maintain speech without frequent interruptions due to breathlessness)
- **Initial Listening Comprehension** (exhibited comprehension of auditory material without the need to repeat, particularly in interactive or response-oriented speaking activities)

This comprehensive rubric provided a detailed assessment of each learner's oral language skills, capturing not only linguistic accuracy but also the confidence, poise, and responsiveness needed for effective communication in academic and real-world settings.

All pre-tests were performed under controlled and standardised conditions to ensure fairness and consistency.

3.4.1.1 Instructional Intervention – The Flipped Classroom Model

Following the pre-test, the flipped classroom intervention was introduced and carried out over three weeks. Each session aimed to improve students' listening and speaking skills through a combination of out-of-class digital preparation and in-class communicative activities.

3.4.1.2 Pre-Class Activities (Out-of-Class Learning)

Before each session, students received access to digital learning materials that they were expected to study independently. These materials were carefully curated and prepared by the researcher and included:

- **Video Lectures:** Concise instructional movies elucidating fundamental language structures, vocabulary, and auditory skills.
- **Audio Files:** Audio recordings of talks, interviews, and narratives pertinent to the course theme, supplemented by comprehension tasks.
- **PDF Notes and Vocabulary Lists:** Additional handouts and worksheets to facilitate comprehension of the lecture goals.
- **Online Quizzes and Tasks:** Interactive multiple-choice questions, matching tasks, and reflective prompts to evaluate comprehension.

All materials were uploaded to an online platform (WhatsApp group), and students were encouraged to complete the assigned tasks before attending the class. This out-of-class phase was intended to grant students autonomy in their learning process, allowing them to engage with the lesson content at their own pace and to prepare them for more active participation during in-class sessions.

3.4.1.3 In-Class Activities (Face-to-Face Interaction)

During classroom sessions, instructional time was primarily focused on interactive, collaborative, and communicative tasks that required students to apply the content they had learned independently. The teacher assumed the role of facilitator and coach, guiding learners in the use of meaningful language rather than delivering lengthy lectures.

In-class activities included:

- **Role-Plays:** Simulated real-life scenarios (e.g. reserving accommodation, enquiring for directions, conducting interviews) designed to encourage spontaneous verbal expression.
- **Group Discussions and Debates:** Students worked in small groups or pairs to discuss issues, share opinions, and participate in structured debates.

- **Listening Circles:** Students listened to short audio samples, then engaged in group discussions to answer questions, summarise content, and voice opinions.
- **Storytelling and Visual Description Activities:** Participants described sequences of images or shared brief narratives to improve coherence, fluency, and vocabulary.
- **Peer Evaluation and Reflection:** Students were encouraged to give constructive feedback to each other and reflect on their speaking performances using checklists and peer-assessment rubrics.

The flipped classroom model thus shifted the focus from passive knowledge absorption to active, learner-centred engagement, providing several chances to use English confidently and meaningfully.

3.4.1.4 Post-Test Administration

At the end of the two-week instructional period, the same standardised test used in the pre-test was administered again as a post-test to all participants. The aim was to measure:

- Any enhancement in individual students' listening and speaking skills.
- The overall effect of the flipped classroom method on the group's language development.
- Similar to the pre-test, the post-test comprised a listening segment and a speaking section, assessed using the identical comprehensive rubric to guarantee consistency and comparability.
- Any improvement in individual students' listening and speaking skills.
- The overall impact of the flipped classroom method on the group's language development was assessed under the same testing conditions as the pre-test. This included keeping the test environment, time duration, and evaluators consistent to minimise external factors and ensure reliable results.

The analysis of pre-test and post-test scores was carried out using a paired samples t-test, a statistical method suitable for identifying significant differences in performance within the same group of individuals across two time points. This enabled the assessment

of whether the flipped classroom approach had a statistically significant impact on enhancing students' language proficiency.

3.4.2 Questionnaire

The second principal instrument was a student questionnaire, administered after the intervention. While the assessments evaluated performance outcomes, the questionnaire was crafted to capture learners' subjective experiences, attitudes, and perceptions concerning the flipped classroom methodology.

The questionnaire was structured into two sections:

1. **Close-Ended Questions** (Likert-Scale Items) – These items utilise a five-point Likert scale, which ranges from Strongly Agree to Strongly Disagree. Dimensions such as the effectiveness of pre-class digital content were assessed.
 - o. Increased confidence in communicating and listening.
 - o. Classroom engagement and participation.
 - o The value of role-playing and peer collaboration.
 - o General contentment with the flipped model.
2. **Open-ended Questions** – These enquiries encouraged students to provide further details regarding their preferences, challenges, and experiences. For instance, students were asked to identify the activities they found most advantageous or to propose enhancements for future implementations.

3.4.3 Observation Checklist

The third instrument was a structured observation checklist utilised by the researcher during classroom sessions. Since listening and speaking are dynamic, context-dependent skills, direct classroom observation offered invaluable insights into students' actual behaviour, interaction patterns, and non-verbal communication.

The observation tool was divided into three major categories:

- **Linguistic Behaviour:** fluency, accuracy, vocabulary usage, coherence.
- **Paralinguistic Behaviour:** eye contact, gestures, tone, voice modulation.

- **Engagement Indicators:** attentiveness, collaboration, initiative, and peer feedback.

Each behaviour was scored on a scale (e.g., “Always,” “Often,” “Sometimes,” “Rarely,” “Never”) with space for anecdotal notes. This ensured both quantitative consistency and qualitative richness.

3.4.4 Origin of the Observation Checklist

The observation checklist was **adapted from established communicative competence frameworks**, including:

- **Canale and Swain’s (1980)** model of communicative competence (focusing on linguistic and strategic components)
- **Brown’s (2004)** principles for classroom-based oral assessment (fluency, accuracy, pronunciation, interaction, and engagement)

However, the original frameworks were **too broad for HSSC-II ESL learners**, so the indicators were customised by the researcher to fit:

- the flipped classroom model
- the context of intermediate-level Pakistani students
- weekly behavioural changes expected in student-centred lessons

Therefore, the checklist was **partially adapted and partially researcher-developed**, ensuring both theoretical grounding and contextual relevance.

3.5. Data Collection Procedure and Analysis

The data collection procedure for this study was conducted in a systematic, phased manner to ensure accuracy, reliability, and alignment with the research objectives. The process was implemented in three stages: the pre-test phase, the intervention phase, and the post-test phase. Each stage was meticulously designed to maintain data integrity and to comprehensively capture both quantitative and qualitative aspects of students’ learning experiences.

3.5.1 Pre-Test Phase

The research started with a diagnostic pre-test designed to assess participants' initial listening and speaking skills. This stage established a baseline for measuring later improvements. The pre-test was conducted during regular class hours to minimise disruption and alleviate students' anxiety. It included:

- **Listening Component:** Students were required to respond to comprehension questions after listening to brief audio excerpts, including academic passages, announcements, and dialogues.
- **Speaking Component:** Students engaged in a brief oral interaction task, such as introducing themselves, discussing a straightforward topic, or responding to situational prompts.

The researcher documented paralinguistic features, including fluency, confidence, pronunciation, and hesitation, in observation notes. This phase guaranteed the establishment of a genuine baseline profile of learners' oral competence.

3.5.2 Intervention Phase

The intervention lasted three weeks and was organised based on the flipped classroom model, intentionally combining digital pre-class learning with active in-class participation.

1. Pre-Class Activities (Digital Learning)

- A WhatsApp group created solely for the participants was used to upload instructional content, including audio recordings, PDF notes, and video lectures.
- Before attending class, students were required to access these materials. Learners could control the pace of their engagement, pause or replay materials, and complete short preparatory quizzes due to the asynchronous format.

- Prompts and reflective questions inspired participants to prepare for speaking activities, while audio-visual input was particularly effective in enhancing their listening comprehension.

2. In-Class Activities (Collaborative Practice)

- Role-plays and debates: Students participated in structured formats to practise spontaneous dialogue and persuasive speaking.
- Listening circles: Learners improved their verbal expression and attentive listening by summarising key ideas and listening to their peers.

3.5.3 Post-Test Phase

At the conclusion of the intervention, the same assessment tools used in the pre-test were re-administered to measure progress. The post-test allowed for a direct comparison in terms of listening comprehension, fluency, pronunciation, vocabulary, and confidence. Using an identical test format reduced external variables and enhanced the reliability of the findings.

3.5.4 Data Analysis

The analysis of the collected data was carried out using a mixed-methods approach, integrating both quantitative and qualitative aspects.

1. Quantitative Analysis

- Descriptive statistics (mean and standard deviation) were computed after the pre- and post-test scores were tabulated.
- To ascertain whether disparities in pre-test and post-test scores were statistically significant, a paired-samples t-test was administered. This was performed with the assistance of an online calculator to ensure precision.
- Tables and graphs were produced to illustrate the enhancements in speaking and listening abilities.

2. Qualitative Analysis

- Data were gathered by utilising an observation inventory during classroom sessions and answering open-ended questions in the questionnaire.
- The written responses and classroom behaviours of students were systematically coded to identify patterns.
- The coded data were subsequently categorised into recurring themes, including motivation, learner autonomy, peer collaboration, reduced anxiety, and an improved classroom ambience.
- This thematic analysis offered a deeper understanding of the social and psychological aspects of learning.
- The quantitative analysis's statistical findings were complemented and elucidated by the qualitative strand's conclusions.

3. Triangulation

- The use of both quantitative and qualitative analyses facilitated data triangulation, thereby improving the validity of the results. For example, an improvement in test scores was supported by students' self-reports, which indicated increased confidence and reduced anxiety during speaking tasks.

3.5.5 Ethical Considerations

Throughout the process, ethical standards were strictly upheld. Students were informed correctly about the purpose of the research and reassured of confidentiality. Participation was entirely voluntary, and the results were reported anonymously. The study intentionally avoided disrupting board-related academic commitments, ensuring the intervention acted as a supplementary and supportive measure rather than an undue burden.

3.6 Theoretical Framework

The theoretical framework of this study is anchored in two complementary learning theories—**Connectivism** and **Constructivism**—which collectively guide the design and implementation of the Flipped Classroom Model (FCM). These theories explain how learners acquire knowledge, interact with digital content, and develop communicative

competence within technology-supported environments. The flipped classroom used in this study is *not itself a theory*, but an instructional model grounded in these established theoretical foundations.

3.6.1 Connectivism as the Core Theoretical Foundation

Siemens' theory of **Connectivism** (2005) posits that learning occurs through networks that include people, digital tools, information systems, and real-world contexts. Knowledge is distributed across both human and technological components, and learning involves the ability to navigate, filter, and integrate information from multiple digital sources.

This theory directly supports the flipped classroom approach used in the present study:

- **Pre-class learning** through videos, online content, audio-visual materials, and digital resources reflects the connectivist principle that learning can take place outside the classroom, through technology and global knowledge networks.
- Students independently access authentic English input, developing listening comprehension through exposure to diverse digital sources.
- **In-class collaborative tasks** align with connectivism's emphasis on learning through interaction, peer communication, and shared problem-solving.
- The model encourages learners to form connections between digital input, peer discussions, teacher guidance, and real-world language use.

Thus, connectivism provides the primary theoretical justification for using technology-mediated pre-class learning and interaction-based classroom sessions to enhance listening and speaking skills.

3.6.2 Constructivism as the Secondary Supporting Theory

Constructivist theorists (e.g., Vygotsky, Piaget, Bruner) argue that learners actively construct knowledge through interaction, experience, and social collaboration. Learning is not passive reception of information but an active process of meaning-making.

The flipped classroom model embodies constructivist principles in the following ways:

- In-class activities such as role-plays, discussions, and problem-solving tasks allow students to *construct meaning* through real communication.
- The teacher's role shifts from lecturer to facilitator, providing scaffolding and support within the learners' **Zone of Proximal Development (ZPD)**—a key constructivist concept.
- Students engage in negotiation of meaning, co-construction of knowledge, and reflective learning during interactive tasks.
- Collaborative speaking and listening activities mirror authentic environments in which learners build knowledge socially.

Therefore, constructivism reinforces the pedagogical foundation of the flipped classroom by explaining how students internalise language skills through engagement, participation, and communicative interaction.

3.6.3 Flipped Classroom Model: Application of Theoretical Foundations

The Flipped Classroom Model is the **instructional model derived from the above theories**, not the theoretical framework itself. Its structure reflects the theoretical principles of both connectivism and constructivism:

a) Pre-Class: Individual Digital Learning (Connectivism)

Students access audio-visual English materials through technological platforms, allowing them to learn from multiple digital nodes and control the pace of their learning. This builds foundational input for listening and pronunciation.

b) In-Class: Active, Interactive Learning (Constructivism)

Learners participate in communicative tasks—discussions, presentations, debates, and role-plays—that allow them to actively construct knowledge, engage with peers, and apply English for real-time speaking practice.

Together, these two theoretical traditions justify why the flipped classroom is an appropriate and effective model for improving listening and speaking skills among HSSC-II students.

3.6.4 Structure of The Flipped Classroom Model

The FCM operates through two interconnected stages:

- **Pre-Class (Individual Learning):**

Students are provided access to digital instructional content—such as recorded lectures, multimedia presentations, short video lessons, or curated resources—before the physical classroom session. In the context of this study, learners were exposed to authentic audio-visual materials in English, including dialogues, conversations, and pronunciation guides. This pre-class exposure serves two purposes: it allows students to engage with input at their own pace, and it creates a shared baseline of knowledge that reduces the cognitive load during classroom interaction. Learners are empowered to take responsibility for their preparation, fostering self-regulation and autonomy in learning.

- **In-Class (Active Engagement):**

Once in the classroom, instructional time is not occupied by teacher monologues but is instead dedicated to meaningful application. Students work together in discussions, role-plays, debates, presentations, and other communicative tasks that require the active use of language. Teachers act as facilitators, guiding learners through challenges, clarifying misconceptions, and providing scaffolding where needed. This collaborative environment reflects authentic communicative contexts, thereby bridging the gap between theoretical knowledge and practical use of English.

3.6.5 Theoretical Framework of the Study

The present study is theoretically grounded in **Connectivism** and **Constructivism**, two complementary learning theories that collectively explain the pedagogical rationale and instructional structure of the Flipped Classroom Model (FCM). While the FCM provides the procedural approach adopted in this research, the theoretical foundation rests on these two established perspectives, which elucidate how learners acquire, process, and apply knowledge—particularly in developing listening and speaking skills.

3.6.5.1 *Connectivism (Siemens, 2005)*

Connectivism asserts that learning occurs within networks comprising individuals, digital tools, information systems, and social environments. Knowledge is distributed

across these interconnected nodes, and learning involves the ability to navigate, filter, and utilize information from multiple digital and human sources.

This theory aligns directly with the flipped classroom's pre-class and in-class structure:

- **Pre-Class Learning:**

In the flipped classroom, students access digital instructional content—authentic audio, video dialogues, pronunciation clips, and multimedia explanations. This mirrors the connectivist principle that learners construct understanding through engagement with diverse online nodes, not merely through instructor lectures. The ability to pause, replay, and review digital content empowers students to regulate their own learning, a key outcome of connectivist thinking.

- **In-Class Interaction:**

In-class activities such as discussions, role-plays, collaborative tasks, and debates represent dynamic social networks where knowledge is constructed through interaction. Learners negotiate meaning, refine linguistic choices, and co-construct communicative competence. These interactive networks embody Siemens' idea that learning is strengthened through participation in fluid, ever-evolving connections.

Connectivism therefore provides the theoretical justification for shifting instruction to digital spaces and dedicating classroom time to interactive, communicative, and higher-order tasks essential for developing listening and speaking proficiency.

3.6.5.2 Constructivism (Vygotsky, Piaget)

Constructivism posits that learners actively create meaning through experience, interaction, and reflection. Knowledge is not transmitted but constructed as learners engage with tasks, collaborate with peers, and apply concepts in meaningful contexts.

The flipped classroom inherently embodies constructivist principles:

- **Active Classroom Engagement:**

With teacher-led lecturing minimized, classroom time is used for hands-on, communicative activities such as pair work, group discussions, presentations, and role-plays. These tasks require students to formulate ideas, make linguistic choices, and express

meaning in authentic contexts—demonstrating knowledge construction rather than passive reception.

- **Social Interaction and Scaffolding:**

Vygotsky's social constructivism highlights the role of interaction and guided support (scaffolding) in learning. In this study, the teacher facilitates, clarifies misconceptions, and supports learners as they engage in communication-based tasks. Peers also contribute to each other's learning, forming a collaborative environment ideal for developing listening and speaking skills.

- **Bridging Theory and Practice:**

Constructivism emphasizes learning through doing. By applying pre-class knowledge during in-class communicative tasks, learners connect conceptual understanding with practical language use—transforming input into internalized skill.

Thus, constructivism provides the philosophical rationale for the active, student-centered nature of the flipped classroom and justifies its effectiveness in promoting higher-order language skills.

3.6.6 Relevance to The ESL Contexts

Traditional ESL instruction in Pakistan, especially at the intermediate level, has traditionally focused on grammar, translation and written expression, often at the expense of oral skills. Listening and speaking—arguably the most practical and socially empowering parts of language competence—are frequently overlooked. As a result, students, despite achieving high academic standards, struggle with real-time communication, pronunciation, intonation, and confidence in their spoken English.

The flipped classroom addresses these shortcomings in multiple ways:

- **Improved Listening Skills:** Learners acquire repeated, self-paced exposure to authentic English discourse by participating in audio-visual material outside of the classroom. This enhances one's understanding of intonation, cadence, stress patterns, and pronunciation—essential paralinguistic characteristics that are frequently overlooked in conventional classrooms.
- **Enhanced Speaking Skills:** Classroom time is allocated to oral communication

activities, which are freed from the constraints of extensive lectures. Structured opportunities for students to practise speaking in a low-risk environment with immediate feedback are provided through role-plays, group discussions, debates, and pair-work assignments.

- **Confidence Building:** Learners are more likely to participate in class when they are well-prepared with content knowledge. This mitigates the anxiety associated with being unprepared and promotes increased engagement.
- **Active Participation:** The flipped model, in contrast to conventional classes, encourages active, student-centred engagement, which is essential for the development of oral language.

3.6.7 Pedagogical Implications

The FCM shifts the teacher's role from merely being a knowledge provider to that of a facilitator, coach, and mentor. For ESL learners, this change has significant pedagogical implications.

- **Learner Autonomy:** Students are responsible for the initial stages of learning, which include the development of digital literacy skills and independent learning practices.
- **Peer Collaboration:** Classroom time is characterised by cooperative learning, which enables learners to develop essential communicative skills such as active listening, turn-taking, and meaning negotiation.
- **Formative Assessment:** Teachers can provide immediate feedback and customise instruction to meet the requirements of students by continuously monitoring their oral skills during in-class activities.
- **Personalised Learning:** Digital content enables differentiation, enabling students to revisit challenging sections or investigate supplementary resources, while instructors can allocate class time to address a variety of proficiency levels.

3.7 Summary

This chapter outlines the methodological framework employed in the research, thereby establishing the foundation for data collection and analysis. The study's design — a quasi-experimental, mixed-methods approach — was chosen to harmonise

methodological rigour with practical feasibility within a real-world educational context. Utilising pre- and post-assessment procedures, structured questionnaires, and classroom observations, the study aims to capture both the quantifiable impacts and the experiential realities associated with implementing a flipped classroom model in intermediate-level English language classrooms in Pakistan.

CHAPTER 4

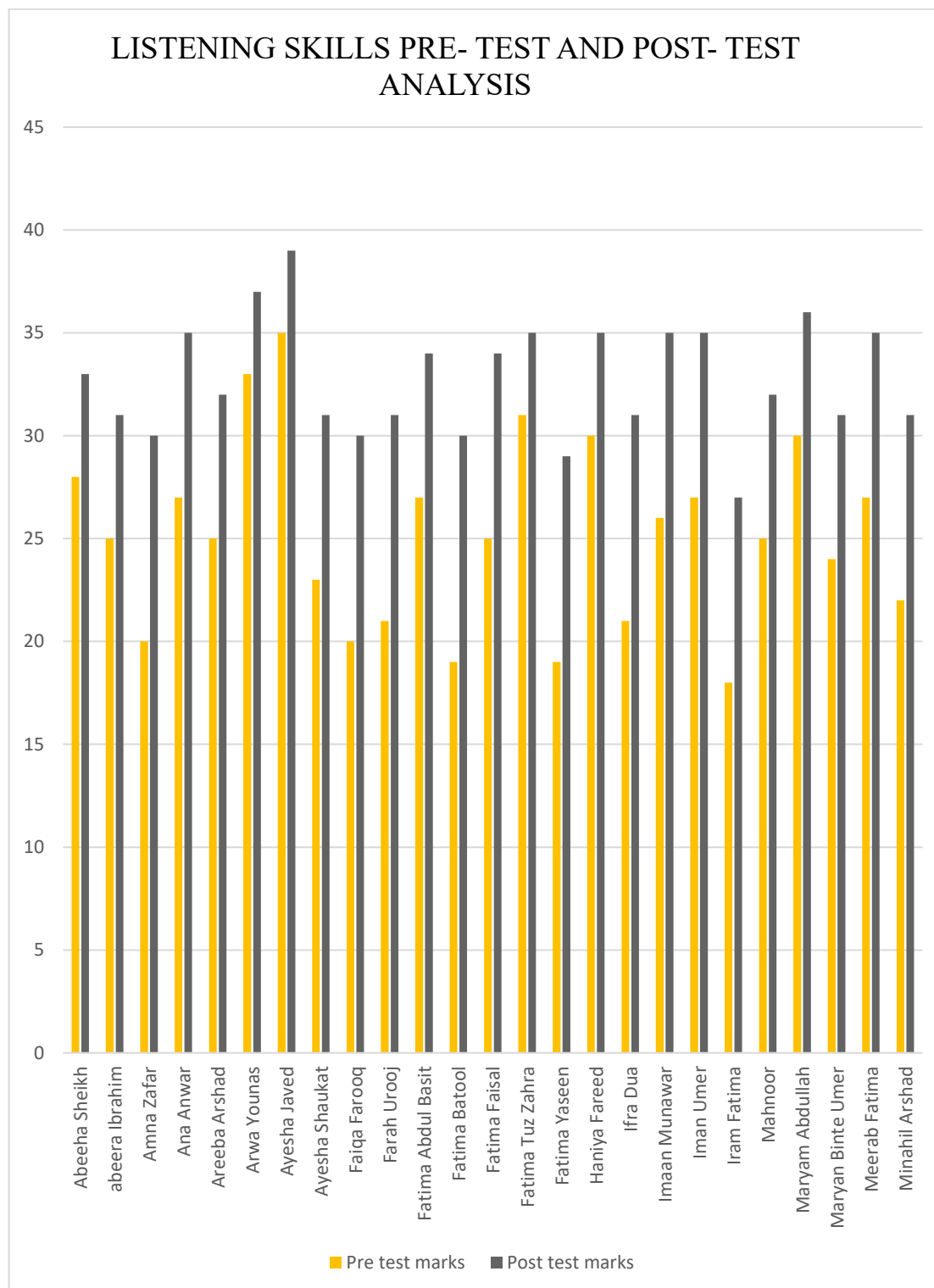
DATA ANALYSIS AND RESULTS

4.1 Section A: Data Analysis of the Listening Skills

This section provides a detailed analysis of the impact of the flipped classroom model on students' listening skills, which are considered key elements of communicative competence in ESL learning. The section is arranged into three parts—Procedure, Purpose, and Measures—to ensure clarity and coherence in presenting the findings. The Procedure describes how the pre-tests and post-tests were carried out to assess students' performance before and after the intervention, ensuring data objectivity and reliability. The Purpose explains the rationale for focusing on listening and speaking skills, stressing their vital role in language development, learner confidence, and active participation in communication. The Measures outline the statistical results, showing both individual and group progress to demonstrate the level of improvement across the sample. For accuracy and clarity, data is initially provided in tables, followed by graphical displays to offer a clearer view of trends and differences in achievement. Additionally, a paired sample t-test is used to statistically confirm the findings, as it determines whether the difference between pre-test and post-test scores is significant rather than due to chance. This test is especially suitable here because the same group of learners was assessed both before and after the intervention, allowing for reliable conclusions about the true effectiveness of the flipped classroom model. Collectively, these methods establish a solid basis for understanding how the flipped classroom contributed to skill development. The discussion of this follows in detail.

Table 1***Listening Skills Analysis***

LISTENING SKILLS ANALYSIS												
		Pre-Test Marks				Post Test Marks						
		Out of 15		Out of 45		Out of 15		Out of 45				
S.N.	Name of student	Test I	Test II	Test III		Test I	Test II	Test III		Difference		Improvement %age
1	Abeeha Sheikh	10	9	9	28	10	11	12	33	5		18%
2	Abeera Ibrahim	8	9	8	25	10	10	11	31	6		24%
3	Amna Zafar	7	6	7	20	10	9	11	30	10		50%
4	Ana Anwar	9	9	9	27	11	12	12	35	8		30%
5	Areeba Arshad	9	8	8	25	10	11	11	32	7		28%
6	Arwa Younas	12	11	10	33	12	12	13	37	4		12%
7	Ayesha Javed	12	12	11	35	12	13	14	39	4		11%
8	Ayesha Shaukat	8	7	8	23	10	11	10	31	8		35%
9	Faiqa Farooq	7	6	7	20	9	10	11	30	10		50%
10	Farah Urooj	8	6	7	21	10	11	10	31	10		48%
11	Fatima Abdul Basit	10	9	8	27	11	12	11	34	7		26%
12	Fatima Batool	7	6	6	19	10	11	9	30	11		58%
13	Fatima Faisal	10	8	7	25	11	11	12	34	9		36%
14	Fatima Tuz Zahra	11	10	10	31	11	12	12	35	4		13%
15	Fatima Yaseen	6	7	6	19	9	10	10	29	10		53%
16	Haniya Fareed	11	10	9	30	12	12	11	35	5		17%
17	Ifra Dua	7	8	6	21	10	11	10	31	10		48%
18	Imaan Munawar	9	9	8	26	12	11	12	35	9		35%
19	Iman Umer	10	9	8	27	11	12	12	35	8		30%
20	Iram Fatima	5	7	6	18	9	8	10	27	9		50%
21	Mahnoor	8	9	8	25	10	11	11	32	7		28%
22	Maryam Abdullah	11	10	9	30	12	11	13	36	6		20%
23	Maryam Binte Ume	9	8	7	24	10	10	11	31	7		29%
24	Meerab Fatima	10	9	8	27	12	11	12	35	8		30%
25	Minahil Arshad	8	7	7	22	10	11	10	31	9		41%
Total marks obtained					628				819			
Total marks					1125				1125			
%age					56%				73%			

Figure 1***Listening Skills Analysis***

4.1.1 Procedure

To assess the development of learners' listening comprehension skills, a series of structured assessments was carried out in two distinct stages: pre-tests and post-tests. Each stage comprised three listening tests, each with a maximum of 15 marks, resulting in a total of 45 marks per stage. The pre-tests were administered before introducing the flipped classroom model to establish a baseline of learners' listening ability. The post-tests were administered after implementing the flipped classroom approach, allowing for a direct comparison of progress. The same group of students participated in both stages, ensuring consistency and reliability of the data collected. The tests were designed to evaluate key listening sub-skills such as understanding spoken passages, interpreting main ideas, recognising specific details, and following conversations conducted in English.

4.1.2 Purpose

The primary aim of this evaluation was to investigate whether the flipped classroom method could lead to measurable improvements in the listening skills of intermediate-level English language learners. Listening is often regarded as one of the most challenging skills in second language acquisition because it involves real-time processing of sounds, words, and meaning. Traditional teaching approaches frequently leave learners passive in their engagement with listening activities. Therefore, this study aimed to determine whether the flipped model—where students access pre-class digital materials, such as recorded audio, videos, and lecture notes—would better prepare them for interactive practice during lessons. The comparison of pre-test and post-test scores was intended to provide empirical evidence for the effectiveness of this approach in improving comprehension, attentiveness, and interpretation of spoken English.

4.1.3 Measures

The collected data were organized to show individual and overall student performance across both testing phases. In the pre-test stage, the class collectively scored 628 out of 1125, resulting in a percentage of 56%. This indicated a moderate level of proficiency, with some students performing reasonably well while others struggled

considerably. Following the flipped classroom intervention, the total score increased to 819 out of 1125, representing a percentage of 73%. This represents a significant 17 percentage point gain. Notably, the extent of improvement varied among learners. While nearly all students showed some progress, specific individuals—especially those with lower initial pre-test scores—demonstrated substantial improvements ranging from 40% to 50%, indicating that the intervention helped weaker learners catch up. High-achieving students also maintained or slightly improved their performance, indicating that the flipped classroom approach supported learners across different proficiency levels.

Overall, this data strongly suggests that the flipped classroom model was effective in enhancing learners' listening comprehension skills. The structured exposure to digital resources outside of class, combined with collaborative activities and teacher guidance during lessons, seems to have encouraged active engagement and improved retention. The statistical improvements confirm that the intervention not only increased average class performance but also reduced disparities between stronger and weaker learners, thereby fostering a more balanced and effective learning environment.

Table 2***Average for T-Test Calculations of Listening Skills***

LISTENING SKILLS ANALYSIS											
	Pre-Test Marks					Post Test Marks			Pre test	Post test	Progress
									Average	Average	Vertical Analysis
S.N.	Name of student	I	II	III		I	II	III			%age
1	Abeeha Sheikh	10	9	9		10	11	12	9	11	18%
2	abeera Ibrahim	8	9	8		10	10	11	8	10	24%
3	Amna Zafar	7	6	7		10	9	11	7	10	50%
4	Ana Anwar	9	9	9		11	12	12	9	12	30%
5	Areeba Arshad	9	8	8		10	11	11	8	11	28%
6	Arwa Younas	12	11	10		12	12	13	11	12	12%
7	Ayesha Javed	12	12	11		12	13	14	12	13	11%
8	Ayesha Shaukat	8	7	8		10	11	10	8	10	35%
9	Faiqa Farooq	7	6	7		9	10	11	7	10	50%
10	Farah Urooj	8	6	7		10	11	10	7	10	48%
11	Fatima Abdul Basit	10	9	8		11	12	11	9	11	26%
12	Fatima Batool	7	6	6		10	11	9	6	10	58%
13	Fatima Faisal	10	8	7		11	11	12	8	11	36%
14	Fatima Tuz Zahra	11	10	10		11	12	12	10	12	13%
15	Fatima Yaseen	6	7	6		9	10	10	6	10	53%
16	Haniya Fareed	11	10	9		12	12	11	10	12	17%
17	Ifra Dua	7	8	6		10	11	10	7	10	48%
18	Imaan Munawar	9	9	8		12	11	12	9	12	35%
19	Iman Umer	10	9	8		11	12	12	9	12	30%
20	Iram Fatima	5	7	6		9	8	10	6	9	50%
21	Mahnoor	8	9	8		10	11	11	8	11	28%
22	Maryam Abdullah	11	10	9		12	11	13	10	12	20%
23	Maryam Binte Umer	9	8	7		10	10	11	8	10	29%
24	Meerab Fatima	10	9	8		12	11	12	9	12	30%
25	Minahil Arshad	8	7	7		10	11	10	7	10	41%
	Total marks	222	209	197		264	274	281	Average increase %		33%
	Progress report %					19%	31%	43%			

4.1.4 Listening Skills – Paired-Sample T-Test Analysis

- Mean difference (Post–Pre): 2.60
- Standard deviation of differences: ≈ 0.7638
- Standard error: ≈ 0.1528
- t-statistic: ≈ -17.021 (negative just because of subtraction order — post-test scores are higher)
- Degrees of freedom: 24
- p-value: $\approx 6.72 \times 10^{-15}$ (extremely significant)
- 95% CI for mean difference: (2.285, 2.915)

Scores increased by about 2.6 points on average from the pre-test to the post-test, and this change is statistically significant at a level well below 0.05.

A paired-sample t-test was conducted to evaluate the effect of the intervention on students' listening skills. Results showed that the mean post-test score rose by 2.60 points compared to the pre-test score. The standard deviation of the score differences was roughly 0.76, and the standard error was 0.15.

The calculated t-statistic was -17.02 (the negative sign indicates that post-test scores improved). With 24 degrees of freedom, the associated p-value was 6.72×10^{-15} , which is far below the usual 0.05 level. This indicates that the improvement in listening scores is extremely statistically significant and highly unlikely to have occurred by chance.

The 95% confidence interval for the mean difference ranges from 2.285 to 2.915, indicating that we can be 95% confident the actual average improvement lies within this range.

In summary, the results provide strong evidence that the intervention led to a statistically meaningful improvement in students' listening skills.

1. Descriptive Statistics

- **Pre-test Mean:** 8.32
- **Post-test Mean:** 10.92

- **Mean Difference:** +2.60 points

This shows a substantial average improvement in scores after the intervention.

2. Paired Sample t-Test

- **t-statistic:** -17.02
- **p-value:** 6.72×10^{-15} (essentially 0)

Since $p < 0.05$, the improvement from pre-test to post-test is statistically significant. This indicates that the increase is improbable to be due to chance.

3. Effect Size (Cohen's d)

- **Cohen's d:** 3.40

A Cohen's d above 0.8 is regarded as a large effect size. Here, 3.40 signifies a substantial practical impact — the intervention had a strong influence on enhancing listening skills.

The paired sample t-test results reveal that the training or instructional activity substantially improved students' listening skills. The enormous effect size demonstrates that the improvement is not only statistically significant but also educationally meaningful. This supports the notion that targeted listening skill activities can lead to rapid and significant learning gains.

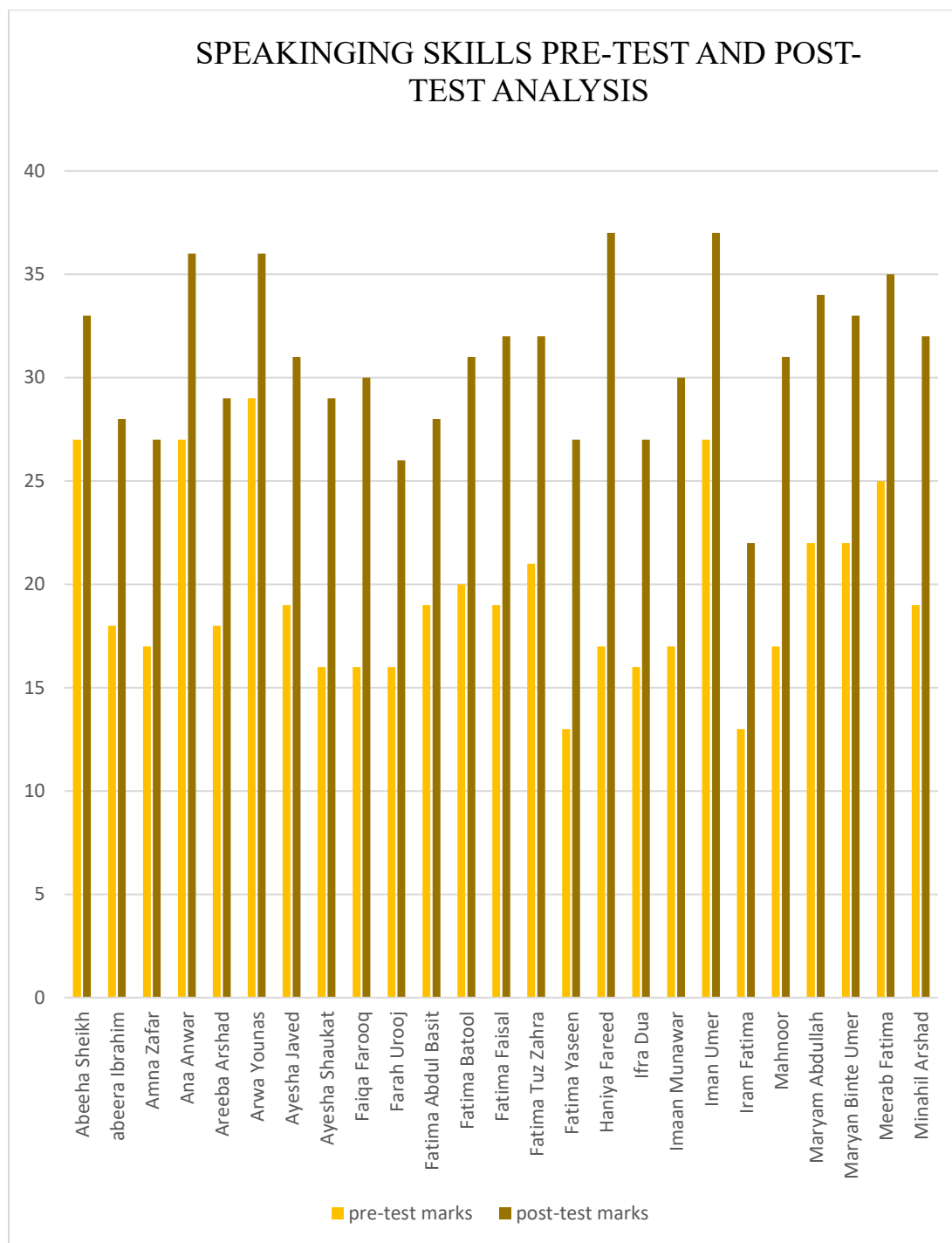
4.2 Section B: Data Analysis of Speaking Skills

This section offers a detailed analysis of the impact of the flipped classroom model on learners' speaking skills, which are essential for effective communication and active participation in ESL contexts. It is organised into three main components—Procedure, Purpose, and Measures—for clarity and coherence. The Procedure describes how pre-tests and post-tests were conducted to assess students' oral performance before and after the intervention, ensuring the consistency and reliability of the data collected. The Purpose underscores the significance of focusing on speaking skills, as they directly influence learners' confidence, fluency, and communicative competence in real-life settings. The Measures present the statistical results of student performance, capturing both individual and collective progress, and are shown first in tabular form and then through graphical

representation to offer a clearer view of emerging trends. Additionally, this section includes a paired sample t-test to validate the findings, as this statistical method is especially suitable for comparing the same learners' performance across two testing phases, thus confirming whether the observed differences are significant and not due to random variation. Overall, these components provide a solid foundation for evaluating the role of the flipped classroom in improving speaking proficiency. A detailed discussion follows below.

Table 3***Speaking Skills Analysis***

SPEAKING SKILLS ANALYSIS													
		Pre-Test Marks out of 15						Post Test Marks out of 15					Post Test Progress
													Vertical Analysis
					out of 45						out of 45		
S.N.	Name of student	I	II	III	Average		I	II	III	Total	Average	%age	
1	Abeeha Sheikh	9	9	9	27	9	9	11	13	33	11	22%	
2	Abeera Ibrahim	5	7	6	18	6	8	10	10	28	9	56%	
3	Amna Zafar	6	5	6	17	6	8	9	10	27	9	59%	
4	Ana Anwar	9	8	10	27	9	11	12	13	36	12	33%	
5	Areeba Arshad	6	5	7	18	6	9	10	10	29	10	61%	
6	Arwa Younas	10	9	10	29	10	11	12	13	36	12	24%	
7	Ayesha Javed	7	6	6	19	6	10	11	10	31	10	63%	
8	Ayesha Shaukat	6	5	5	16	5	9	10	10	29	10	81%	
9	Faiqa Farooq	6	5	5	16	5	9	11	10	30	10	88%	
10	Farah Urooj	5	6	5	16	5	8	9	9	26	9	63%	
11	Fatima Abdul Basit	6	7	6	19	6	9	9	10	28	9	47%	
12	Fatima Batool	7	6	7	20	7	11	10	10	31	10	55%	
13	Fatima Faisal	7	6	6	19	6	10	11	11	32	11	68%	
14	Fatima Tuz Zahra	7	7	7	21	7	11	10	11	32	11	52%	
15	Fatima Yaseen	4	5	4	13	4	8	9	10	27	9	108%	
16	Haniya Fareed	9	8		17	9	12	13	12	37	12	45%	
17	Ifra Dua	5	5	6	16	5	8	9	10	27	9	69%	
18	Imaan Munawar	5	6	6	17	6	9	11	10	30	10	76%	
19	Iman Umer	8	9	10	27	9	12	12	13	37	12	37%	
20	Iram Fatima	4	5	4	13	4	8	7	7	22	7	69%	
21	Mahnoor	6	5	6	17	6	10	10	11	31	10	82%	
22	Maryam Abdullah	8	7	7	22	7	11	12	11	34	11	55%	
23	Maryam Binte Ume	7	7	8	22	7	10	11	12	33	11	50%	
24	Meerab Fatima	9	8	8	25	8	11	12	12	35	12	40%	
25	Minahil Arshad	7	6	6	19	6	10	11	11	32	11	68%	
	Total obtained				490					773			
	Total marks				1125					1125			
	%age improvement				44%					69%			

Figure 2***Speaking Skills Analysis***

4.2.1 Procedure

To evaluate the impact of the flipped classroom intervention on learners' speaking proficiency, a structured assessment process was used. Students were assessed through three separate pre-test sessions conducted before the intervention, followed by three post-test sessions after the intervention was completed. This method ensured that the data collected was both reliable and representative, reducing the effect of short-term fluctuations in performance or external factors. The pre-test scores established a baseline of learners' speaking abilities, highlighting weaknesses such as hesitation, lack of fluency, unclear pronunciation, and difficulty in maintaining conversations. The post-tests, however, aimed to measure the potential improvements after students experienced instruction via the flipped model. For both pre-test and post-test phases, each participant's scores were systematically recorded, tabulated, and averaged to identify individual and overall trends. Furthermore, the total scores for the entire class were calculated to assess overall group performance. By employing this repeated-measure design, the study was able to monitor development over time and attribute progress specifically to the intervention.

4.2.2 Purpose

The purpose of this stage of analysis was to determine whether the flipped classroom model could lead to tangible improvements in the speaking skills of intermediate-level learners. Speaking is widely acknowledged as one of the most challenging components of second language acquisition, particularly in the ESL context, where students often lack confidence, fear making mistakes, and struggle with accuracy and fluency. Therefore, measuring the difference between pre-test and post-test scores offered an opportunity to evaluate the pedagogical value of integrating flipped classroom techniques into speaking instruction. Specifically, the analysis aimed to explore whether learners could articulate their thoughts with greater fluency, pronounce words more clearly, maintain better interactional competence during dialogues, and display improved confidence in oral communication. By comparing the two sets of results, the analysis not only highlighted numerical improvement but also provided insight into the nature of gains

made by students. This served the dual purpose of confirming the effectiveness of the teaching strategy and identifying the areas where learners benefited most.

4.2.3 Measures

The descriptive statistics reveal compelling evidence of progress in speaking proficiency. The overall class performance improved markedly, with the total score increasing from 490 in the pre-test (44%) to 773 in the post-test (69%), representing a substantial gain of 25 percentage points. Such an increase suggests that the majority of learners demonstrated measurable improvement, rather than isolated individual progress. At the individual level, most students demonstrated clear upward trends, with post-test scores exceeding their pre-test results. This suggests that the intervention successfully addressed common difficulties observed earlier, including hesitation in responding, frequent switching to the mother tongue, and a lack of turn-taking skills. The improvement was not only quantitative but also qualitative, as students became more capable of engaging in sustained conversations, taking the initiative in discussions, and expressing ideas with greater clarity.

The consistent progress across the cohort shows that the flipped classroom environment, which emphasised pre-class exposure to input materials and in-class practice, allowed students to utilise classroom time more effectively for communicative interaction. It created a setting where learners could rehearse, receive feedback, and gradually build their confidence in speaking English. Therefore, the statistical evidence from the tabulated results supports the notion that the intervention had a positive influence on the development of speaking skills. While descriptive analysis alone is sufficient to highlight these improvements, inferential statistics, such as the paired t-test (discussed in the next section), provide further confirmation that these changes are not due to chance but are statistically significant.

Table 4***Average for T-Test Calculations of Speaking Skills***

SPEAKING SKILLS ANALYSIS											
		Pre-Test Marks out of 15				Post Test Marks out of 15			Pre test	Post Test	Progress
											Vertical Analysis
S.N.	Name of student	I	II	III		I	II	III	Average	Average	%age
1	Abeeha Sheikh	9	9	9		9	11	13	9	11	22%
2	abeera Ibrahim	5	7	6		8	10	10	6	9	56%
3	Amna Zafar	6	5	6		8	9	10	6	9	59%
4	Ana Anwar	9	8	10		11	12	13	9	12	33%
5	Areeba Arshad	6	5	7		9	10	10	6	10	61%
6	Arwa Younas	10	9	10		11	12	13	10	12	24%
7	Ayesha Javed	7	6	6		10	11	10	6	10	63%
8	Ayesha Shaukat	6	5	5		9	10	10	5	10	81%
9	Faiqa Farooq	6	5	5		9	11	10	5	10	88%
10	Farah Urooj	5	6	5		8	9	9	5	9	63%
11	Fatima Abdul Basit	6	7	6		9	9	10	6	9	47%
12	Fatima Batool	7	6	7		11	10	10	7	10	55%
13	Fatima Faisal	7	6	6		10	11	11	6	11	68%
14	Fatima Tuz Zahra	7	7	7		11	10	11	7	11	52%
15	Fatima Yaseen	4	5	4		8	9	10	4	9	108%
16	Haniya Fareed	9	8			12	13	12	9	12	45%
17	Ifra Dua	5	5	6		8	9	10	5	9	69%
18	Imaan Munawar	5	6	6		9	11	10	6	10	76%
19	Iman Umer	8	9	10		12	12	13	9	12	37%
20	Iram Fatima	4	5	4		8	7	7	4	7	69%
21	Mahnoor	6	5	6		10	10	11	6	10	82%
22	Maryam Abdullah	8	7	7		11	12	11	7	11	55%
23	Maryam Binte Umer	7	7	8		10	11	12	7	11	50%
24	Meerab Fatima	9	8	8		11	12	12	8	12	40%
25	Minahil Arshad	7	6	6		10	11	11	6	11	68%
		168	162	160		242	262	269	Average increase %		59%
	Progress report %					44%	62%	68%			

4.2.4 Speaking Skills – Paired-Sample T-Test Analysis

Paired-Sample T-Test Result Speaking Skill Analysis:

- Mean difference (Post – Pre): 3.72
- Standard deviation of differences: ≈ 0.8907
- Standard error: ≈ 0.1781
- t-statistic: ≈ -20.883 (negative just means Post > Pre based on subtraction order)
- Degrees of freedom: 24
- p-value: $\approx 6.71 \times 10^{-17}$ (way smaller than 0.05 — extremely significant)
- 95% CI for mean difference: (3.352, 4.088)

On average, scores increased by approximately 3.72 points from the pre-test to the post-test, and this improvement is highly statistically significant.

The paired-sample t-test was performed to compare students' speaking skill scores before and after the intervention. The results indicated a mean increase of 3.72 points from the pre-test to the post-test. The standard deviation of the score differences was approximately 0.89, and the standard error was roughly 0.18.

The calculated t-statistic was -20.88 (the negative sign indicates that post-test scores were higher than pre-test scores given the subtraction order). With 24 degrees of freedom, the associated p-value was 6.71×10^{-17} , which is far below the 0.05 significance threshold. This demonstrates that the observed improvement in speaking scores is extremely statistically significant and very unlikely to have occurred by chance.

The 95% confidence interval for the mean difference ranges from 3.35 to 4.09, meaning we can be 95% confident that the true average improvement falls within this range.

In summary, the analysis offers compelling evidence that the intervention significantly enhanced students' speaking skills, with consistent and notable improvements throughout the sample.

1. Descriptive Statistics

- **Pre-test Mean:** 6.56
- **Post-test Mean:** 10.28
- **Mean Difference:** +3.72 points

This indicates a strong average improvement in speaking scores after the intervention.

2. Paired Sample t-Test

- **t-statistic:** 20.88
- **p-value:** 6.71×10^{-17} (practically zero)

Since $p < 0.05$, the improvement is statistically significant. The probability of this improvement happening by chance is virtually zero.

3. Effect Size (Cohen's d)

- **Cohen's d:** 4.18

A Cohen's d above 0.8 is regarded as significant — 4.18 is exceptionally large, indicating a substantial practical impact of the intervention on speaking skills.

4.2.5 Analysis of Speaking Skills Assessment Rubrics

The speaking skills of participants were evaluated using a three-criterion rubric that ensured a balanced assessment of both linguistic and communicative abilities. These rubrics provided a structured framework for consistent marking across different test-takers while reflecting internationally accepted components of oral proficiency assessment.

1. Fluency & Coherence

Description in Rubric: Speech is smooth, logical, and comprehensible with minimal pauses.

Analysis:

This criterion assesses the participants' ability to speak without undue hesitation, false starts, or disruptive pauses, while maintaining a logical sequencing of ideas. It includes two interconnected elements.

- **Fluency** – the ease and flow of speech, allowing for natural conversational rhythm.
- **Coherence** – the logical organisation of utterances so that ideas progress clearly from one to the next.

In both pre- and post-tests, this rubric item enabled the researcher to assess growth in learners' ability to sustain extended speech and connect their ideas effectively, particularly when the post-test involved higher cognitive demands.

2. Grammar & Vocabulary

Description in Rubric: Uses correct grammatical structures and appropriate vocabulary.

Analysis:

This criterion assessed **linguistic accuracy and lexical resource**—two pillars of spoken language competence.

- **Grammar** – the degree to which the speaker uses correct tense forms, subject–verb agreement, sentence structures, and word order.
- **Vocabulary** – range of words used appropriately to express meaning clearly and precisely, avoiding repetition and demonstrating topic-related lexis.

The progression from pre- to post-test enabled the researcher to observe whether learners could advance beyond basic grammatical accuracy and everyday vocabulary to more sophisticated and varied structures appropriate for abstract, analytical, and persuasive discourse (C1-level expectations).

3. Paralinguistic & Expression

Description in Rubric: Effective tone, pitch, gestures, and eye contact.

Analysis:

This criterion recognized that oral communication extends beyond words, encompassing **non-verbal and prosodic features** that contribute to meaning and listener engagement.

- **Tone & Pitch** – variation in voice to emphasize meaning, convey emotion, or signal rhetorical shifts.

- **Gestures** – appropriate use of hand movements and facial expressions to reinforce spoken content.
- **Eye Contact** – maintaining audience connection, indicating confidence, and facilitating interactive communication.

By including paralinguistic features, the rubric acknowledged that effective speaking in academic and public contexts requires a combination of verbal and non-verbal communicative competence.

4.3 Section C: Data Analysis of Questionnaire

This section offers a detailed discussion of the findings from the questionnaire given to participants. The instrument included twelve questions: ten closed-ended questions designed to gather quantifiable data on learners' perceptions, and two open-ended questions allowing respondents to share their views more freely and provide deeper insights. The closed-ended questions helped measure agreement levels, satisfaction, and perceived effectiveness of the flipped classroom model in a structured way. Meanwhile, the open-ended responses enriched the data by highlighting individual perspectives, experiences, and suggestions that could not be fully captured through numerical scales. The following subsections give a clear explanation of each statement in the questionnaire, supported by participants' responses, to provide a nuanced understanding of learners' attitudes towards the intervention.

Table 5

QUESTIONNAIRE

No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	The flipped classroom approach made English lessons more engaging than the traditional teaching method.	0	0	0	10	15
2	Watching videos or completing tasks prior to class helped me understand the lesson more effectively during class time.	0	0	0	11	14
3	I felt more confident taking part in class discussions after experiencing the flipped classroom model.	0	0	1	12	12
4	My listening skills improved because I was exposed to more authentic English audio and video materials before class.	0	0	0	9	16
5	The pre-class activities helped me to speak more fluently during class.	0	0	2	13	10
6	The flipped classroom helped lessen my fear of making mistakes when speaking in English.	0	0		16	9
7	I favour the flipped classroom approach over the traditional lecture method.	0	0	0	5	20
8	The flipped classroom allowed me to learn at my own pace and revisit materials as needed.	0	0	0	7	18
9	The interactive classroom activities helped me stay more focused and motivated.	0	0	0	9	16
10	Overall, the flipped classroom method enhanced both my listening and speaking skills.	0	0	0	8	17
Total		0	0	3	100	147
%age				1%	40%	59%

4.3.1 Analysis of Closed –Ended Questions

The closed-ended section of the questionnaire consisted of ten statements designed to assess students' perceptions of the flipped classroom model in improving their listening and speaking skills. Each statement was rated on a five-point Likert scale from Strongly Disagree to Strongly Agree. The responses offer quantitative evidence of learners' attitudes and experiences. For clarity, the analysis of each statement is presented separately, followed by an overall synthesis. Tables and graphs are included alongside the discussion to help better understand the response patterns.

Statement 1: “The flipped classroom approach made English lessons more engaging than the traditional teaching method.”

Responses indicated a highly positive perception, as no participant selected Strongly Disagree, Disagree, or Neutral. Instead, 9 respondents (36%) chose Agree, while 16 respondents (64%) opted for Strongly Agree. This shows that the majority of learners found the flipped classroom to be a more engaging alternative to traditional teaching, highlighting its ability to maintain interest and enthusiasm in English lessons.

Statement 2: “Watching videos or completing tasks prior to class helped me understand the lesson more effectively during class time.”

Findings revealed unanimous endorsement of the pre-class component of the flipped model. Out of 25 participants, 11 (44%) selected Agree, and 14 (56%) selected Strongly Agree. The absence of disagreement or neutrality emphasises that pre-class exposure to instructional content significantly facilitated in-class comprehension, confirming the model's alignment with active learning principles.

Statement 3: “I felt more confident taking part in class discussions after experiencing the flipped classroom model.”

This item received mainly positive responses, with some variation. Only 1 student (4%) remained neutral, while 12 respondents (48%) agreed and 12 respondents (48%) strongly agreed.

strongly agreed. These results indicate that the flipped classroom significantly increased learners' confidence in discussions, although a minority still needed additional support to overcome participation barriers fully.

Statement 4: “My listening skills improved because I was exposed to more authentic English audio and video materials before class.”

Students responded overwhelmingly positively, with 9 participants (36%) selecting *Agree* and 16 participants (64%) choosing *Strongly Agree*. No disagreement or neutrality was reported. This indicates that consistent exposure to authentic materials before class played a crucial role in enhancing listening comprehension, highlighting one of the most substantial benefits of the flipped classroom approach.

Statement 5: “The pre-class activities helped me to speak more fluently during class.”

Here, 2 participants (8%) remained neutral, 13 respondents (52%) agreed, and 10 respondents (40%) strongly agreed. Although the majority recognised the value of pre-class preparation for fluency, the presence of neutral responses suggests that some students may need further structured practice to maximise fluency development.

Statement 6: “The flipped classroom helped lessen my fear of making mistakes when speaking in English.”

Responses again confirmed the model's effectiveness, with 16 respondents (64%) selecting 'Agree' and 9 respondents (36%) opting for 'Strongly Agree'. No disagreement or neutrality was reported. This indicates that the flipped classroom created a supportive and less intimidating learning environment, where students felt safer taking linguistic risks without fear of negative judgment.

Statement 7: “I favour the flipped classroom approach over the traditional lecture method.”

Strong endorsement was observed here, as 5 participants (20%) selected *Agree* while the majority, 20 respondents (80%), selected *Strongly Agree*. These results highlight students’ apparent preference for the flipped classroom over conventional methods, confirming its potential for long-term adoption in pedagogy.

Statement 8: “The flipped classroom allowed me to learn at my own pace and revisit materials as needed.”

Responses reinforced the flexibility and learner autonomy offered by the flipped model. Seven participants (28%) chose '*Agree*', while 18 respondents (72%) chose '*Strongly Agree*'. The high percentage of '*Strongly Agree*' reflects the value students place on being able to revisit instructional content, aligning with principles of self-directed and differentiated learning.

Statement 9: “The interactive classroom activities helped me stay more focused and motivated.”

The responses showed strong agreement, with 9 students (36%) choosing *Agree* and 16 students (64%) choosing *Strongly Agree*. The results suggest that the interactive and collaborative nature of in-class activities was effective in maintaining motivation and encouraging engagement, in contrast to the passivity often seen in lecture-based models.

Statement 10: “Overall, the flipped classroom method enhanced both my listening and speaking skills.”

The most comprehensive statement received overwhelming support, with 8 participants (32%) choosing *Agree* and 17 respondents (68%) choosing *Strongly Agree*. The complete absence of disagreement or neutrality demonstrates that students unanimously credited the flipped classroom model with significant improvements in their listening and speaking proficiency, validating the central aim of this study.

The analysis of all ten statements shows a consistent pattern of positive responses, with most participants selecting Agree or Strongly Agree. Notably, no respondent chose "Disagree" or "Strongly Disagree" for any item, and neutral responses were few. These results offer strong quantitative evidence that the flipped classroom model not only improved learners' listening and speaking skills but was also highly valued for its engaging, flexible, and motivating approach. The accompanying tables and graphical representations display the frequency and percentage of responses, providing visual clarity alongside the textual analysis.

4.3.2 Analysis of Open-Ended Questions

Analysis of Open-Ended Question 1

Question: *In your opinion, what was the most beneficial aspect of the flipped classroom in enhancing your listening and speaking skills?*

The students' responses revealed a range of opinions on the most effective aspects of the flipped classroom in enhancing their listening and speaking skills. A recurring theme was the emphasis on pre-class preparation and exposure to lesson materials, which significantly helped boost confidence, understanding, and active participation in the classroom.

Ayesha Javed emphasised that having access to lesson materials before class helped her understand content in advance, which boosted her confidence during speaking activities. She reported being able to follow along more effectively in listening tasks and respond actively during discussions. Similarly, Fatia Batool highlighted that the opportunity to watch videos and review materials at her own pace allowed her to acquire new vocabulary, practice pronunciation, and prepare ideas beforehand. This preparation facilitated more effective listening during class and improved her fluency in speaking.

Another key aspect highlighted by participants was exposure to authentic English content. Ana noted that such exposure enhanced her pronunciation and diminished her fear of making mistakes, while also providing her with opportunities for public speaking practice in front of her peers. Fatima Basit expressed a similar view, stating that listening

to videos and discussing topics in class helped improve listening comprehension and provided a platform for speaking practice, which positively influenced her oral skills.

Additionally, several students highlighted the confidence-building aspect of the flipped classroom. Mahnoor noted that she gained confidence and felt comfortable expressing her ideas without feeling embarrassed or anxious. Conversely, Ifraa emphasised how the approach helped her stay focused on lessons and become more actively involved in presentations and classroom activities.

Finally, Abeera described the flipped classroom as a refreshing change from traditional learning methods, offering a more modern, suitable, and interactive approach. She mentioned that this innovative environment greatly improved her speaking and listening skills by providing a new way of understanding learning.

Taken together, the students' responses suggest that the flipped classroom was especially advantageous in three related areas:

- 1. Pre-class exposure and preparation, which enhance comprehension, vocabulary development, and fluency.**
- 2. Authentic input and practice opportunities that enhanced listening skills, pronunciation, and public speaking.**
- 3. Confidence and motivation, which reduced anxiety, fostered active participation, and encouraged self-expression.**

This analysis demonstrates that the flipped classroom was not only effective in enhancing linguistic skills, such as listening and speaking, but also contributed to emotional factors like confidence and motivation, thereby providing a comprehensive approach to language learning.

4.3.3 Analysis of Open-Ended Question 2

Question: *How has the flipped classroom method affected your confidence and participation in English lessons?*

Fatima Batool reflected that the method helped her accept mistakes as a natural part of the learning process, which in turn made her more willing to participate in class

discussions. Similarly, Ifraa explained that being required to deliver speeches in front of the class, though initially daunting, eventually strengthened her public speaking confidence and helped her overcome stage fright.

Abeera noted that the preparatory aspect of the flipped classroom—access to materials before class—gave her greater confidence in sharing her opinions and engaging actively in discussions. Ayesha also stressed the advantage of previewing materials, which helped her speak more confidently; however, she admitted she still hesitated to participate fully, indicating that developing confidence is a gradual and ongoing process.

Mahnoor explained that the method encouraged her to speak more frequently in class, which gradually boosted her confidence, while Ana described her journey from fear to relative ease in speaking. Although she still found it challenging to speak in larger groups, she recognised notable improvement over time.

Overall, the findings suggest that the flipped classroom provided a supportive and structured environment that encouraged students to take risks in speaking, gradually reducing their fear of making mistakes, and enhancing their participation. The responses indicate that while some students still experience hesitation, the overall trend shows an increase in confidence and willingness to engage, validating the effectiveness of the flipped classroom model in promoting active oral participation.

4.4 Section D: Analysis of Observation Checklist

Table 6

OBSERVATION CHECKLIST FOR FLIPPED CLASSROOM (3 WEEKS)

NO .	OBSERVATION CRITERIA	WEEK 1 ADJUSTMENT PHASE	WEEK 2 ADAPTATION PHASE	WEEK 3 CONSOLIDATION PHASE
1	Preparation before class	Few students prepared after watching the materials	The majority reviewed materials before class	Almost all came prepared and ready
2	Active listening skills	Limited comprehension, needed teacher support	Improved accuracy in responses	Strong comprehension, minimal support needed
3	Speaking fluency	Frequent pauses, broken sentences	Longer speech with fewer pauses	Smooth, sustained speech with confidence
4	Pronunciation & clarity	Mispronunciations, unclear articulation	Noticeable improvement, clearer speech	Clear and confident pronunciation
5	Confidence level	Hesitant, reluctant to volunteer	More students speaking voluntarily	High confidence, active participation
6	Class participation	Only a few contributed	Broader participation across classes	Almost all were engaged in discussions
7	Peer interaction	Minimal, teacher-dependent	Better turn-taking, and small group work is effective	Natural collaboration and peer support are evident
8	Use of the target language	Frequent code-switching to Urdu	Increased use of English, though mixed	Mostly English, reduced reliance on Urdu
9	Engagement with activities	Curious but reserved	More enthusiasm and effort	Fully engaged, enthusiastic participation
10	Progress over time	Early adjustment struggles	Steady improvement across skills	Significant growth in listening & speaking

4.4.1 Comprehensive Analysis of Checklist Management (Three Weeks)

Over the three-week observation period, the researcher systematically used the checklist during each flipped classroom session to monitor and evaluate student progress.

Week 1 (Adjustment Phase):

During the initial week, observations revealed that students were struggling to adapt to the flipped model. Although most students came prepared after viewing the lesson materials, their classroom performance showed hesitation. Fluency was limited, with many students pausing frequently or switching to Urdu when speaking. Confidence levels were relatively low, and only a few students participated voluntarily. Peer interaction was minimal and often required teacher prompting. Nevertheless, students displayed curiosity and engagement with the new approach, indicating early signs of improvement.

Week 2 (Adaptation Phase):

By the second week, students began to show notable progress. They came better prepared, having reviewed pre-class materials more thoroughly. Their listening comprehension improved, as reflected in their quicker and more accurate responses during class discussions. Pronunciation showed slight improvement, and fluency increased as students attempted longer stretches of speech. Confidence levels also started to rise, with more students speaking without direct prompting. Peer interactions became smoother, with students taking turns more naturally during group activities. The use of English, although still mixed with Urdu, became more frequent.

Week 3 (Consolidation Phase):

By the third week, noticeable positive changes were observed across most checklist categories. Students appeared more confident, spoke more willingly, and engaged actively in both individual and group tasks. Their fluency significantly improved, with fewer pauses and a greater ability to maintain conversations. Pronunciation and clarity became sharper, thanks to repeated exposure to authentic listening materials. Engagement levels remained high, and students displayed genuine enthusiasm during speaking and listening exercises. Importantly, peer interaction became more collaborative, with students supporting one another in discussions. The use of English increased markedly, reducing reliance on Urdu.

Overall, the researcher observed a clear improvement in listening comprehension and oral communication compared to the first week, confirming that the flipped classroom had a positive effect on both skills and confidence.

4.5 Triangulation of the Results

A triangulated analysis was conducted by integrating results from pre- and post-tests, classroom observations, and student questionnaires to validate the effectiveness of the flipped classroom model. The quantitative data from paired sample t-tests demonstrated significant gains in both listening and speaking skills, while observational notes provided behavioural evidence of increased engagement, improved comprehension, greater willingness to participate, and enhanced confidence during in-class activities. These classroom behaviours corresponded closely with students' self-reported perceptions on the questionnaire, where learners expressed that pre-class videos improved their preparedness, reduced anxiety, and made interaction-based lessons more meaningful and manageable. The convergence of these three data sources—performance outcomes, observed behaviours, and learner perceptions—offers strong confirmatory evidence that the flipped classroom model had a genuine and positive impact on oral-aural skill development, thereby reinforcing the reliability, credibility, and validity of the overall findings.

4.6 Summary

This chapter presents a detailed analysis of data collected through various methods, including pre-tests and post-tests, closed- and open-ended questionnaires, semi-structured interviews, and systematic classroom observations. The results showed clear and consistent evidence of the positive effect of the flipped classroom model on students' listening and speaking skills at the intermediate level.

The quantitative results from pre- and post-tests showed significant improvement in both listening comprehension and speaking skills. Students in the flipped classroom condition demonstrated improved fluency, pronunciation, and the ability to sustain conversations compared to their performance before the intervention. The comparative analysis confirmed that exposure to lesson materials before class provided a stronger foundation for active participation during classroom activities.

The qualitative results obtained from closed- and open-ended questionnaires and interviews offered more profound insights into students' perceptions. Learners stated that prior access to videos and lesson content not only improved their understanding but also lowered anxiety, allowing them to participate more confidently in class. Several participants highlighted the advantages of authentic listening materials, better pronunciation, and the growth of public speaking skills. Although some students initially showed hesitation, over time they recognised an increase in confidence and participation during discussions.

The observation checklist, systematically managed over three weeks, further strengthened these findings. The progression from Week 1 (Adjustment Phase) to Week 3 (Consolidation Phase) clearly showed a significant improvement in preparedness, confidence, fluency, and engagement. Initially, students struggled with hesitation and frequent code-switching; however, by the final week, they demonstrated greater independence, consistent use of English, and natural collaboration with their peers.

In conclusion, the triangulation of quantitative and qualitative data confirmed that the flipped classroom approach effectively improved listening and speaking skills while also encouraging confidence and active engagement among learners. This chapter, therefore, offers strong empirical support for the adoption of flipped learning as a feasible instructional model in intermediate language classrooms

CHAPTER 5

CONCLUSION

5.1 Findings

The findings of the present study are organized according to the four research objectives. Both quantitative (pre- and post-test scores) and qualitative data (questionnaires and observation checklists) consistently indicated that the flipped classroom model had a positive impact on learners' listening comprehension, speaking proficiency, and overall engagement.

5.1.1 Findings Related to Objective 1

To examine the effectiveness of the flipped classroom model in enhancing the listening comprehension skills of intermediate-level English language learners.

The results of the pre- and post-tests demonstrated a marked improvement in students' listening comprehension after the three-week flipped classroom intervention. Learners showed greater accuracy in identifying key ideas, understanding spoken dialogues, and interpreting conversational cues. Observation data further supported this improvement; students required less teacher scaffolding over time and demonstrated stronger comprehension during class discussions and listening-based tasks.

Students also reported in questionnaires that viewing audio-visual materials before class helped them understand spoken English more easily, as they could replay and review content at their own pace. This self-paced exposure created a stronger foundation for in-class listening activities. Overall, the flipped model effectively enhanced learners' auditory processing and comprehension skills.

5.1.2 Findings Related to Objective 2

To investigate the effect of the flipped classroom on learners' speaking proficiency, focusing on fluency, accuracy, and confidence.

Data from the speaking pre- and post-tests revealed clear growth in students' oral proficiency across the key indicators of fluency, accuracy, and pronunciation. Students moved from frequent pauses, broken sentences, and hesitant speech in Week 1 to more sustained, coherent, and confident interactions by Week 3.

Classroom observations confirmed these improvements: mispronunciations decreased, articulation became clearer, and learners began constructing more accurate sentences during discussions. Confidence, in particular, showed remarkable growth; more students volunteered to speak, initiated conversations, and participated actively without prompting from the teacher.

Questionnaire responses indicated that students felt less anxious about speaking because they came prepared with background knowledge from pre-class videos. This preparation reduced fear of making mistakes and encouraged more spontaneous speaking during collaborative tasks.

5.1.3 Findings Related to Objective 3

To assess how the flipped classroom approach impacts learners' engagement, motivation, and participation in the ESL classroom.

Both observation and questionnaire data showed substantial increases in engagement and participation. During Week 1, students appeared hesitant and relied heavily on teacher direction; however, by Week 3, most learners were actively involved in discussions, group work, and question-answer sessions.

The classroom atmosphere shifted from teacher-dependent to collaborative, as students developed comfort in peer interactions, demonstrated stronger turn-taking skills, and engaged in natural conversation.

Motivation also increased: students expressed curiosity and enthusiasm toward the digital materials and appreciated the interactive nature of in-class activities. The reduction in code-switching from Urdu to English over the three weeks further indicated improved

engagement with the target language. Overall, the flipped classroom model encouraged more ownership of learning and fostered active participation.

5.1.4 Findings Related to Objective 4

To provide practical and research-informed guidance for teachers and curriculum designers on using the flipped classroom approach to strengthen oral-aural skills among intermediate learners.

The results of the study offer several practical implications. First, providing pre-class digital materials supported students' comprehension and allowed them to enter the classroom better prepared for communicative tasks. This demonstrates that teachers can use the flipped model to maximize classroom time for productive speaking activities rather than teacher-led lecturing.

Second, the combination of multimedia resources and interactive in-class tasks proved effective in improving both listening and speaking skills, suggesting that curriculum designers can integrate similar blended approaches into existing syllabi.

Finally, the notable increase in learners' confidence, participation, and motivation indicates that the flipped classroom is not only a pedagogical technique but also a strategy for creating supportive, learner-centered environments conducive to language development. These insights may guide educators seeking to enhance oral-aural skills in intermediate ESL contexts.

5.1.5 Findings on Listening Skill Enhancement

A statistically significant improvement in students' listening comprehension was observed when comparing pre- and post-tests. Many students initially struggled to follow oral instructions without repetition and often failed to respond appropriately to spoken enquiries before the intervention. However, students showed considerable progress after engaging with pre-class audio-visual materials and in-class activities.

Key observations included:

- A larger percentage of pupils were able to comprehend and execute verbal instructions without requiring further elaboration.

- During conversations, students paid more attention to their peers and teachers, which showed that they were better at active listening.
- Many participants offered pertinent follow-up questions, indicating that they were paying closer attention and demonstrating a deeper understanding.

The flipped classroom intervention helped students familiarise themselves with the listening materials beforehand, which reduced their anxiety and increased their likelihood of participating in class. This approach created a significant difference between passive listening and critical, responsive engagement.

5.1.6 Findings on Speaking Skill Enhancement

The most impressive and profound change that the intervention brought about was in the pupils' speaking skills. Before the flipped classroom experience, students struggled to maintain conversations, were uncertain about pronunciation, and frequently switched between Urdu and English. Their speech was characterised by pauses, limited vocabulary, and poor control over paralinguistic elements, reducing effective communication. However, after the intervention, it was evident that significant development had occurred in several areas.

- **Fluency and Coherence:** Students were able to express what they wanted to say more fluently, with less hesitation and fewer unnecessary pauses. Their responses in discussions and conversations demonstrated an improved ability to organise their thoughts, resulting in clearer communication.
- **Pronunciation, Intonation, and Clarity:** Speech became clearer, more intelligible, and better modulated. Students demonstrated improved control over intonation patterns and word stress, which made their communication not only more accurate but also more natural and listener-friendly.
- **Turn-taking and interactional competence:** Students demonstrated they could take turns, listen attentively, and behave appropriately, whether working in groups, arguing, or playing roles. This indicated that they were becoming more aware of how to communicate with others and what is proper in a conversation.

- **Vocabulary and Grammatical Accuracy:** Learners expanded their vocabulary by using words that were more suitable for the context, and they also made fewer grammatical errors. This improvement indicated that they had both encountered authentic language and had opportunities to practice it before class.
- **Confidence and Willingness to Communicate:** One of the most noticeable changes was that students' confidence clearly increased. Students who were hesitant before started speaking to each other, providing answers, and using English more naturally. Classroom observations and questionnaire responses consistently showed that they were confident in using the target language.
- **Paralinguistic features:** Learners demonstrated significant improvements in non-verbal and suprasegmental aspects of communication, as well as progress in their verbal skills. As their posture became more open, eye contact more consistent, and gestures more purposeful, the overall effectiveness of their speech was enhanced. A notable improvement was observed in the rhythm and stress patterns of spoken English, resulting in reduced monotony and increased expressiveness in oral communication. These enhancements not only reflected advancements in language proficiency but also indicated socio-pragmatic development, implying that children were acquiring the ability to communicate with confidence and engagement.

The results of the post-test confirmed these trends, showing a statistically significant improvement in speaking competence after the three-week flipped classroom experience. This supports the idea that a combination of planned pre-class instruction and communicative practice in the classroom can, in a very short period, enhance both language ability and paralinguistic expressiveness.

5.1.7 Findings on the Questionnaire

The questionnaire included both open-ended and closed-ended questions, enabling the collection of students' perspectives on the flipped classroom paradigm.

- **Closed-ended responses:** Most of the people who answered said they thought the flipped classroom method was engaging, helped them acquire confidence, and

helped them improve their listening and speaking skills. Students noted that being able to access materials before class made it easier to prepare and less stressful during class activities. Many people also reported that interactive activities, such as role-playing, working in pairs, and group discussions, made them feel more comfortable speaking English.

- **Open-ended responses:** Several students said they were more inspired to join in on conversations and surer of themselves when talking in front of other students. Some noted that the method made them feel less reliant on the teacher and more in charge of their own learning. Some people said that working with others and getting feedback helped them improve their speaking skills.

The analysis of the questionnaire revealed that students not only recognised the advantages of the flipped classroom approach, but also preferred it over traditional teaching for improving their speaking skills.

5.1.8 Findings on the Observation Checklist

The classroom observation checklist provided a practical insight into how students' behaviours changed during the intervention. It confirmed the statistics and questionnaire findings by demonstrating tangible improvements in classroom dynamics.

Key improvements observed were:

- **Focus:** There was a noticeable increase in the number of students paying attention when their peers and teachers were speaking.
- **Responsive behaviour:** Students began answering questions and following instructions more effectively, asking for fewer repetitions.
- **Seeking clarification:** When learners were unsure, they were more likely to ask for it, indicating greater confidence in interactive listening.
- **Participation in English:** There was a gradual but consistent increase in the use of English during class discussions, even among students who previously remained silent.

- **Confidence and peer interaction:** Students were more willing to speak in front of others, wait their turn, and encourage their classmates, creating a more welcoming classroom environment.

These changes in behaviour demonstrated that the flipped classroom approach not only improved quantitative skills but also transformed the classroom culture into one that valued attendance, respect for others, and effective communication with one another.

5.2 Discussion

This study set out to evaluate the effectiveness of the flipped classroom model in improving the listening and speaking skills of intermediate-level female students at APS&C Humayun Road. The overall findings demonstrate that the flipped approach, when combined with selective elements of traditional teaching, significantly enhanced learners' oral-aural proficiency, confidence, and classroom engagement. This section provides a deeper analytical interpretation of these results by linking them to the study's objectives, theoretical assumptions, and the broader body of research in the field of ESL/EFL pedagogy.

5.2.1 Addressing the Research Purpose

A central motivation behind this research was the persistent gap between students' performance in written examinations and their comparatively weak oral communication skills. The findings confirm that the flipped classroom directly addressed this gap by providing students with structured pre-class exposure and meaningful in-class practice.

This is consistent with existing research indicating that students in traditional teacher-centred Pakistani classrooms often excel in memorisation but struggle with communicative competence (Rahman, 2018; Khan, 2020). Like these studies, the present investigation found that passive classroom environments do not provide sufficient opportunities for listening and speaking practice.

The flipped model helped bridge this gap by shifting input to the pre-class stage, allowing classroom time to be used for active engagement. This aligns with the conclusions of Abeysekera and Dawson (2015), who argue that pre-class preparation reduces cognitive overload during in-class tasks, thereby improving learner readiness for communication.

Therefore, the findings validate the research purpose by demonstrating that the flipped classroom can meaningfully enhance oral-aural competence within a relatively short intervention period.

5.2.2 Alignment with Previous Research

The results of the present study correspond with a wide body of international and regional literature that affirms the positive impact of flipped instruction on language learning. Bergmann and Sams (2012) and Hung (2015) similarly report that students who preview content before class demonstrate greater confidence and improved speaking performance during interactive tasks.

The finding that learners exhibited reduced anxiety and increased participation echoes Alsowat's (2016) work in Saudi Arabia, where flipped classrooms encouraged hesitant ESL learners to speak more actively. Likewise, Webb and Doman (2020) observed that flipped models significantly promote learner autonomy and reduce communication apprehension, which was reflected in the increased willingness of your participants to volunteer responses during class.

The improvement in listening skills aligns with Zainuddin and Attaran (2016), who found that pre-class videos help learners process auditory input at their own pace, resulting in stronger listening comprehension during tasks. Similarly, studies by Thai (2017) and Amir Yousefi (2019) show that flipped learning reduces processing barriers for EFL learners and strengthens auditory decoding skills.

Furthermore, the boost in confidence seen in the researcher's study supported by Krashen's (1982) Affective Filter Hypothesis, which suggests that lower stress levels enhance language acquisition. Students' ability to review materials privately before class reduced performance pressure and contributed to a more relaxed in-class speaking environment.

Thus, the findings strongly corroborate the broader literature and reinforce the theoretical foundations of the flipped classroom model.

5.2.3 Cultural and Contextual Considerations

The improvement in both linguistic (fluency, accuracy, vocabulary) and paralinguistic (confidence, eye contact, voice modulation) behaviours must be understood within the cultural context of Pakistani ESL classrooms. Prior studies indicate that students in South Asian contexts, particularly female learners, often avoid speaking due to fear of judgment, teacher-centric norms, and limited exposure to authentic English input (Mahboob & Jain, 2016; Shaheen, 2021).

The researcher's findings align with these studies. Initially, students were hesitant, often relied on Urdu, and showed low paralinguistic expression. However, by Week 3, they demonstrated greater confidence, used more English, and interacted more naturally with peers. These changes mirror the outcomes reported by Al-Harbi and Alshumaimeri (2016), who found that female EFL learners became more expressive and confident in flipped environments because of the learner-controlled pace of preparation.

Additionally, the success with female learners resonates with studies by Fatima (2019) in Pakistani girls' colleges, which show that technology-mediated instruction increases participation among female students who are otherwise classroom-silent but academically strong.

The present study adds to this body of knowledge by demonstrating that even students who excel in written tasks can develop strong oral skills when instructional design acknowledges cultural comfort zones and provides structured, confidence-building opportunities.

5.2.4 The Real-World Impact of the Study

Beyond its academic contribution, the present study offers clear and actionable implications for real classroom practice, particularly within institutional contexts similar to the one in which the research was conducted. The findings demonstrate that the flipped classroom model is not only pedagogically effective but also practically feasible in resource-supported educational settings.

At the institutional level, the study confirms that the flipped classroom can be readily implemented in upcoming academic sessions, as the required infrastructure—such

as multimedia systems, smart televisions, and digital display tools—is already available. These facilities allow teachers to provide pre-class audio-visual input and utilise classroom time for interaction, guided practice, and immediate feedback, thereby strengthening listening and speaking skills in a structured yet flexible manner.

From a departmental perspective, the outcomes of this study provide a model that can be scaled beyond a single classroom. By collaboratively adopting flipped instructional practices, the English department can design shared digital resources, coordinate oral-skill-focused lesson plans, and establish a consistent approach to developing listening and speaking across classes. Such collective implementation can foster pedagogical alignment, enhance teaching effectiveness, and create a supportive environment for both teachers and learners.

The study also holds implications for earlier stages of education. Introducing the flipped classroom model at the primary and middle levels can help learners develop listening comprehension, pronunciation, and speaking confidence from an early age. Early exposure to structured oral practice and interactive learning may reduce language anxiety, promote learner autonomy, and better prepare students for higher academic levels where communicative competence is essential.

Furthermore, the study supports a gradual shift from teacher-centred instruction toward student-centred and practice-oriented learning, which aligns with contemporary educational goals. By reallocating classroom time from explanation to application, the flipped classroom enhances meaningful language use and encourages active participation—skills that are directly transferable to academic, social, and professional contexts.

5.2.5 Broader Implications for Language Education

The results carry important implications for curriculum designers, policymakers, and teacher-training programs. They reinforce the argument made by Rahman (2018) and Chang & Hwang (2018) that ESL systems dominated by rote learning must shift toward communicative, technology-supported approaches if they aim to improve real-world communication skills.

The findings demonstrate that flipped learning can transform classroom culture by shifting the focus from teacher monologues to student interaction. This aligns with global recommendations by the British Council (2020), which advocate integrating digital input with active communicative practice in South Asian ESL contexts.

In the Pakistani context, the study highlights a practical pathway for transitioning from examination-centred instruction to skill-centred pedagogy. If implemented at scale, the flipped classroom model can enhance national standards of oral competence and prepare learners more effectively for university, professional communication, and global interaction.

5.3 Conclusion

This study aimed to identify an apparent deficiency in English language acquisition at APS&C Humayun Road. Despite notable success in written assessments, pupils showed a lack of confidence and skill in oral communication. This gap between written achievement and spoken proficiency was particularly concerning because English is crucial not only for school but also for social and professional contexts. Aware of this, the study examined whether the flipped classroom approach, when combined with traditional methods, could enhance the listening and speaking skills of intermediate-level female students.

The results showed that the flipped classroom is an effective method for teaching people how to speak. Quantitative data from pre- and post-tests showed statistically significant improvements in listening comprehension and speaking fluency. Qualitative data from questionnaires and observation checklists, on the other hand, showed significant increases in learner confidence, engagement, and willingness to participate. This twofold confirmation—through both quantifiable data and experiential classroom observations—enhances the validity and significance of the study's findings.

One of the most critical lessons from the results is that good teaching doesn't mean abandoning old methods, which provide structure and familiarity. Instead, it involves incorporating modern, technology-assisted techniques that give students more freedom and opportunities to connect. In this study, preparing for class in advance helped students feel more ready, while participatory activities in class provided them with real opportunities to

rehearse their listening and speaking skills. Even over just three weeks, students began to demonstrate improved oral confidence, more precise pronunciation, better turn-taking skills, and increased attention during peer and teacher discussions. These results reaffirm the educational advantages of active learning techniques in teaching communicative language.

The study demonstrates that it is both practical and necessary to balance academic achievement with communicative skills. Students who perform well in examinations but struggle with English language proficiency will still encounter a disadvantage, as English remains the dominant language in academia, business, and professional growth worldwide. When utilised intelligently, the flipped classroom approach can help students prepare for assessments and participate meaningfully in social, intellectual, and professional environments.

5.4 Recommendations

Several recommendations can be made for teachers, administrators, curriculum developers, and policymakers interested in enhancing oral communication among learners in similar contexts, based on the findings.

1. **Use a mix of traditional and innovative methods:** Teachers should combine conventional approaches with newer ones, like flipped learning. This balance maintains the effectiveness of classic methods while incorporating participatory and student-centred assignments. Structured methods can still be used for teaching grammar and reading, but incorporating pre-class digital input and in-class discussions can help students further develop their speaking skills.
2. **Include Oral Communication in the Curriculum:** There should be designated times for listening and speaking within the curriculum. These skills are often overlooked because they are viewed as less important than reading and writing. From lesson planning to assessment frameworks, curriculum designers should ensure that oral communication receives regular attention at all levels

3. **Create Engaging Audio-Visual Resources:** Teachers should produce or source short films, podcasts, or interactive slides to use before class. To keep students engaged, these resources should be appropriate for their level, relevant, and engaging. Students who have already learnt the material before attending class are more likely to participate in oral practice actively.
4. **Encourage Active Student Participation:** The most effective way to improve speaking skills is through regular practice. Teachers should incorporate a variety of interactive activities, such as debates, role-plays, pair work, presentations, and group discussions. These exercises enable students to apply English in real-life situations, which is more effective than treating it as an abstract subject
5. **Peer Mentorship Programmes:** Confident students can support peers who are less confident or skilled. Structured peer mentoring fosters collaborative studying, reduces stress for weaker students, and creates a supportive classroom environment where mistakes are seen as opportunities for growth.
6. **Institutional Support and Training:** For the programme to succeed, administrators need to provide teachers with opportunities to learn about new teaching methodologies. Investing in technological infrastructure such as projectors, internet access, and digital libraries is equally vital. Individual teachers might struggle to keep up with new ideas without support from their schools.
7. **Revisions to Assessment Methods:** Schools should consider modifying their testing systems to include oral communication as a graded component. Students are likely to perceive speaking and listening skills as equally important as writing only when these skills are explicitly assessed.

By following these suggestions, schools can support children in performing well on tests and enhancing their communication skills, thereby better preparing them for both academic and professional pursuits.

5.5 Future Research

While this study has contributed valuable insights into the role of the flipped classroom in enhancing oral communication, it also opens several pathways for further investigation.

- **Long-Term Impact:** This study examined the short-term effects of a three-week intervention. Future research should extend the duration of flipped classroom interventions over several months or potentially an entire academic year to assess whether improvements in listening and speaking skills are maintained, reinforced, and integrated into long-term learner competency
- **Diverse Populations:** The current study focused solely on female students within a single institutional setting. Subsequent investigations should include male students, co-educational groups, or individuals from varied academic backgrounds to achieve a broader range of perspectives. Gender dynamics may significantly influence participation and confidence in oral communication; exploring these disparities could enrich the existing literature
- **Other Language Skills:** While this study concentrated on listening and speaking, future research could explore the effects of flipped classrooms on reading comprehension, writing skills, grammar acquisition, and vocabulary development. A comprehensive understanding of how various language skills respond to flipped instruction would facilitate the development of more effective curricula.
- **Comparative Approaches:** Researchers may compare the flipped classroom with other innovative pedagogical approaches, such as blended learning, project-based learning, gamification, or task-based language instruction. Such comparative studies would aid in identifying the most effective teaching strategies for specific learner groups, contexts, or skill areas.
- **Cultural Dimensions:** Cultural norms and student perceptions significantly influence classroom dynamics. In Pakistan and similar contexts characterised by prevalent rote memorisation and teacher-centred pedagogy, it is crucial to investigate how students from diverse cultural or institutional backgrounds respond

to flipped learning. Research could examine whether cultural norms act as barriers or facilitators to implementing interactive, student-centred models

- **Integration of Technology:** Since flipped learning extensively depends on pre-class digital engagement, future research should identify which technological tools (e.g., learning management systems, mobile applications, podcasts, or video platforms) are most effective and accessible in resource-limited environments. Additionally, exploring how teacher training influences technology use is crucial, as digital literacy is essential for the successful implementation of technology.
- **Learner Autonomy and Motivation:** Lastly, research should explore the impact of flipped classrooms on students' perceptions of autonomy, intrinsic motivation, and accountability for their own learning. These psychological factors, often overlooked, are critical for the sustained retention of language skills.

By addressing these areas, future research can build upon the current study's findings and enhance the understanding of how modern pedagogical methods can transform English language instruction in institutions such as APS & C Humayun Road.

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APPENDIX A

ARMY PUBLIC SCHOOL & COLLEGE, HUMAYUN RD (G.W)

PRE-TEST : 1 (LISTENING SKILLS)

NAME: _____

MARKS: 15

CLASS: _____

MARKS OBTAINED: ____

Instructions:

- You will listen to the audio recordings.
- After each, you will answer comprehension questions.

Audio 1: A Short Dialogue

Context: A journalist interviewing a woman about her lifestyle

Q.1 Mark the statements as true/false. (5)

- i. They haven't changed the house much since they moved in. _____
- ii. The second photo shows them looking tired and dirty. _____
- iii. At the beginning, they sold apples to their friends. _____
- iv. They started selling apple juice 5 years ago. _____
- v. They haven't been able to spend much money on vacations. _____

Q.2 Fill in the blanks. (5)

- i. Deborah's friend has _____ her grandmother's house.
- ii. Sarah has been _____ for Water Aid since April.
- iii. Nancy tells Michael that her bus _____.
- iv. The DVDs from the market cost _____ than in the store.
- v. Mark says that he has _____.

Q.3 Complete the following sentences. (5)

- i. Andy thinks his town is _____.
- ii. Rachel thinks her town is _____.
- iii. David thinks his town is _____.
- iv. Jessica thinks her town is _____.
- v. James think his town is _____.

ARMY PUBLIC SCHOOL & COLLEGE, HUMAYUN RD (G.W)**PRE-TEST: 2 (LISTENING SKILLS)**

NAME: _____

MARKS: 15

CLASS: _____

MARKS OBTAINED: ____

Instructions:

- You will listen to the audio recordings.
- After each, you will answer comprehension questions.

AUDIO 2

Q. 1 Choose the correct option. (Listen to the interview and complete sentences, you may need to change the form of some of the words you hear.)

(5)

- i. The media presents young people as being too _____ on their parents.
- ii. Ashely thinks young people aren't treated as _____.
- iii. She says that there isn't as much _____ now for young people.
- iv. She thinks volunteering is much _____ common now.
- v. She says young people have always spent money on _____ and going out.

Q. 2 Answer the following questions. (Listen to the conversations and take notes.)

(5)

- i. Which is the quickest way to the Silicon Valley? _____
- ii. How will Mary get to John's house from the station? _____
- iii. What was the most worrying thing about Karen's trip? _____
- iv. Which form of transportation do most people think is the safest? _____
- v. What surprised Deborah the most about Copenhagen? _____

Q.3 Who said the following? Fill in the gaps with (James, Sarah or neither). Listen to the conversation about playing a musical instrument.

(5)

- i. I found it difficult to produce sounds when I started. _____
- ii. My teacher wasn't impressed by the sound I made. _____
- iii. I used to play in a band when I was a teenager. _____
- iv. I am going to join an orchestra. _____
- v. Some of the musicians I play with are fantastic. _____

ARMY PUBLIC SCHOOL & COLLEGE, HUMAYUN RD (G.W)**PRE-TEST: 3 (LISTENING SKILLS)**

NAME: _____ MARKS: 15

CLASS: _____ MARKS OBTAINED: _____

Instructions:

- You will listen to the audio recordings.
- After each, you will answer comprehension questions.

AUDIO 3**Q.1 Fill in the gaps. (Listen to the movie review and take notes.)****(5)**

- Vertigo was made in the _____.
- _____ of the movie was made in San Francisco.
- Hitchcock thought that the _____ was quite simple.
- The unusual atmosphere in the movie is helped by the _____
- Reactions to the movie were _____ when it was first released.

Q.2 Match conversations (1-5) with what the speakers are talking about (A-E). listen to the conversation about the movie quiz.**(5)**

- | | |
|---------------------|-----------------------------------------------|
| i. Conversation 1 | A. where something was made. |
| ii. Conversation 2 | B. who directed something |
| iii. Conversation 3 | C. where someone is from |
| iv. Conversation 4 | D. what kind of movie something is |
| v. Conversation 5 | E. who someone might be from part of a photo. |

Q.3 Choose from the list (A-F) which problem each person mentions. Use the letter only once. There is one extra letter which you don't need to use. (Listen to five young people talking about following fashion.)**(5)**

- | | |
|----------------|-------------------------------------|
| i. Speaker 1 | A. the cost of clothes |
| ii. Speaker 2 | B. the range of fasion availability |
| iii. Speaker 3 | C. the time it takes for delivery |
| iv. Speaker 4 | D. the lack of sizes availability |
| v. Speaker 5 | E. clothes which are badly made |
| | F. the colours available |

ARMY PUBLIC SCHOOL & COLLEGE, HUMAYUN RD (G.W)**POST-TEST: 1 (LISTENING SKILLS)**

NAME: _____

MARKS: 15

CLASS: _____

MARKS OBTAINED: _____

Instructions:

- You will listen to the audio recordings.
- After each, you will answer comprehension questions.

AUDIO 1

Q.1 Complete the following gaps. Listen to a young woman discussing the process of setting up a fashion company.

(5)

- Emma decided to set up an online fashion company selling _____ clothes.
- Emma used _____ to setup her business.
- Nowadays, Emma runs the company from _____.
- The speaker says the main reason for Emma's success is because of _____.
- Emma's best piece of advice for someone who wants to go into business is _____.

Q.2 Choose from the list (A-F) what each speaker says about the train or train station. Use the letter only once. There is one extra letter which you don't need to use.

(5)

- | | |
|----------------|------------------------------------------------------|
| i. Speaker 1 | A. the new platform opens today. |
| ii. Speaker 2 | B. the train will be late today. |
| iii. Speaker 3 | C. conditions on platforms may be dangerous. |
| iv. Speaker 4 | D. the train will leave from different places today. |
| v. Speaker 5 | E. some platforms are closed today |
| | F. the train will not run today. |

Q.3 Complete the given sentences from the given options. (Listen to a woman talking about an adventure vacation she has been on.)

(5)

- i. Aria decided to go on an adventure vacation because she wanted to _____
.
 - a) Learn to do some new activities.
 - b) Spend some time apart from her friends.
 - c) Get plenty of sunshine.
- ii. Aria's adventure vacation was in _____ ,
 - a) Australia
 - b) Alaska
 - c) Europe
- iii. Aria most enjoyed learning how to _____ on her vacation.
 - a) Sail
 - b) Kayak
 - c) Ride a horse
- iv. Aria's vacation ended by visiting _____ .
 - a) The mountains
 - b) The coast
 - c) National park
- v. People on the vacation were put in groups based on their _____
 - a) Abilities
 - b) Age
 - c) interest

ARMY PUBLIC SCHOOL & COLLEGE, HUMAYUN RD (G.W)**POST-TEST: 2 (LISTENING SKILLS)**

NAME: _____

MARKS: 15

CLASS: _____

MARKS OBTAINED: _____

Instructions:

- You will listen to the audio recordings.
- After each, you will answer comprehension questions.

AUDIO 2

Q.1 Listen to a TV call-in program about saving money and match the names (1-5) with the tip they had (A-H). Use the letters only once. There are 3 extra letters which you don't need to use.

(5)

- | | | |
|------|--------|-----------------------------|
| i. | Peter | A. on all kinds of purchase |
| | | B. at meal times |
| ii. | Mary | C. at the bank |
| | | D. in the kitchen |
| iii. | Jack | E. at the supermarket |
| | | F. for vacation |
| | | G. at work |
| | | H. at home |
| iv. | Emma | |
| v. | Olivia | |

Q.2 Listen to an interview with Michael Smith talking about his dream house, and be ready to complete the sentences.

(5)

- The plans for the house would be drawn by _____.
- He wants _____ in the kitchen.
- He wants _____ in his yard.

- iv. The living room needs _____.
- v. He would like to have _____.

Q.3 Listen to an interview with Gillian Clark, a screenwriter who has contributed to several historical movies and TV shows. Be ready to answer the True/False questions. (5)

- i. Writers can change historical details if the drama requires it. _____
- ii. Most people never notice historical inaccuracies. _____
- iii. Historical inaccuracies with the costume are worse than with the dialogue.

- iv. It's easier to be accurate when you are writing about recent history.
- v. If you make it clear that something is fiction, it doesn't matter if it's not historically accurate.

ARMY PUBLIC SCHOOL & COLLEGE, HUMAYUN RD (G.W)

POST-TEST: 3 (LISTENING SKILLS)

NAME: _____

MARKS: 15

CLASS: _____

MARKS OBTAINED: _____

Instructions:

- You will listen to the audio recordings.
- After each, you will answer comprehension questions.

AUDIO 3

Q.1 Listen to Michael suggesting some ten-minute activities to try and be ready to answer the True/False questions.

- i) You should go to a gym in the summer.
- ii) Walking to work is a good alternative for vigorous exercise.
- iii) Make atleast 30 different salads each day.
- iv) If you like to illustrate rather than write, you may start your own blog.
- v) These activities are more enjoyable than going through Instagram.

Q.2 Listen to 7 people talking about obsessions or what they are addicted to. Match the speakers (1-7) with what they say (A-E). Use each speaker only once. There are two extra speakers that you don't need to use.

- | | |
|----------------|----------------------------------------------------------------|
| i) Speaker 1 | A. says that they would be even more obsessed if it weren't. |
| ii) Speaker 2 | B. doesn't really think that they are obsessive. |
| iii) Speaker 3 | C. wasn't aware of the damage an obsession could cause. |
| iv) Speaker 4 | D. doesn't think that the obsession serves any purpose. |
| v) Speaker 5 | E. says that the obsession started because of a family member. |
| vi) Speaker 6 | |
| vii) Speaker 7 | |

Q.3 Listen to Jessica talking about the importance of sleep for health and be ready to complete the sentences.

- i) Sleep is a highly _____ state that is crucial for various physiological processes.
- ii) REM sleep is important for cognitive functions like _____ and learning.
- iii) Chronic sleep deprivation can increase the risk of developing conditions like _____ and diabetes.
- iv) Maintaining a regular sleep schedule only on _____ is not sufficient for good sleep hygiene.
- v) Blue light from screens can interfere with the production of _____ .

ARMY PUBLIC SCHOOL & COLLEGE, HUMAYUN RD (G.W)**PRE-TEST: 1 (SPEAKING SKILLS)**

NAME: _____

MARKS: 15

CLASS: _____

MARKS OBTAINED: _____

Format :

- Short individual interview + picture description.

Tasks

- 1. Warm-up question (2)**
 - Can you tell me a little about yourself?
- 2. Topic – based question (5)**
 - Describe your favourite place and explain why you like it.
- 3. Picture description (5)**
 - Describe the picture in detail.
- 4. Follow-up question (3)**
 - What do you usually do in this place?

ARMY PUBLIC SCHOOL & COLLEGE, HUMAYUN RD (G.W)**PRE-TEST: 2 (SPEAKING SKILLS)**

NAME: _____

MARKS: 15

CLASS: _____

MARKS OBTAINED: _____

Format :

- **Short opinion giving + mini-presentation.**

1. Warm-up question (2)

- Do you prefer mornings over evenings? Why?

2. Opinion-based question (5)

- Should students use mobile phone in class? Give reasons.

3. Mini-presentation (5)

- 1 minute speaking time “Favourite Hobby” Or “A Memorable Day”

4. Follow-up question (3)

- Can we survive without gadgets?

ARMY PUBLIC SCHOOL & COLLEGE, HUMAYUN RD (G.W)

PRE-TEST: 3 (SPEAKING SKILLS)

NAME: _____

MARKS: 15

CLASS: _____

MARKS OBTAINED: _____

Format :

- **Pair or role-play activity + personal reflection**

1. Warm-up question (2)

- What is your favourite food and how often do you eat it ?

2. Role-play scenario (5)

- Situation: you are at a restaurant ordering food. I am the waiter ----talk to me.

3. Problem-solving discussion (5)

- Your class wants to organize a picnic but can't decide where to go. Suggest a place and explain your reasons.

4. Follow-up question (3)

- What things do you really take to a picnic?

SPEAKING SKILLS RUBRICS

Criterion	Description
Fluency & coherence	Speech is smooth logical and understandable with minimal pauses.
Grammar & vocabulary	Uses correct grammar structure and appropriate vocabulary
Paralinguistics & expression	Effective tone, pitch, gestures and eye contact.

ARMY PUBLIC SCHOOL & COLLEGE, HUMAYUN RD (G.W)**POST-TEST: 1 (SPEAKING SKILLS)**

NAME: _____

MARKS: 15

CLASS: _____

MARKS OBTAINED: _____

Format :

- **Short individual interview + picture description**

1. Warm-up question (2)

- What is your favourite season?

2. Topic-based question (5)

- Describe a festival or celebration you enjoy.

3. Picture description (5)

- Describe in detail what is happening here.

4. Follow-up question (3)

- Have you ever participated in an event like this? Tell me about it.

ARMY PUBLIC SCHOOL & COLLEGE, HUMAYUN RD (G.W)**POST-TEST: 2 (SPEAKING SKILLS)**

NAME: _____

MARKS: 15

CLASS: _____

MARKS OBTAINED: _____

Format :

- **Individual interview + abstract discussion.**

1. Warm-up question (2)

- If you could instantly master any skill, what would it be and why?

2. Analytical description (5)

- Describe the trends you see and explain what they might mean.

3. Abstract question (5)

- Do you think technology is making people better communicators or worse? Why?

4. Follow-up challenge (3)

- How would you convince someone who disagrees with you?

ARMY PUBLIC SCHOOL & COLLEGE, HUMAYUN RD (G.W)

POST-TEST: 3 (SPEAKING SKILLS)

NAME: _____

MARKS: 15

CLASS: _____

MARKS OBTAINED: _____

Format :

- **Scenario-based + problem-solving + debate=style question.**

1. Warm- up question (2)

- What is one challenge you recently overcame, and how did you manage it?

2. Scenario role-play (5)

- Your city is planning to cut down a park to build a shopping mall. As a community representative, present your viewpoint.

3. Problem-solving discussion (5)

- How could cities balance economic growth with environmental sustainability?

4. Follow-up challenge (3)

- Suggest a specific policy or initiative and justify it.

APPENDIX: B

Questionnaire

Instructions:

This questionnaire is part of a research study investigating the impact of the flipped classroom approach on your English listening and speaking skills, confidence, and classroom engagement. Your honest responses will help us assess the effectiveness of this teaching method. Your answers will be kept confidential and used solely for academic purposes.

Section A: Closed-ended Questions (Please tick the option that best represents your opinion) **Response Scale**

Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

No	Statement	1	2	3	4	5
1	The flipped classroom approach made English lessons more engaging than the traditional teaching method.					
2	Watching videos or completing tasks prior to class helped me understand the lesson more effectively during class time.					
3	I felt more confident taking part in class discussions after experiencing the flipped classroom model.					
4	My listening skills improved because I was exposed to more authentic English audio and video materials before class.					
5	The pre-class activities helped me to speak more fluently during class.					
6	The flipped classroom helped lessen my fear of making mistakes when speaking in English.					
7	I favour the flipped classroom approach over the traditional lecture method.					
8	The flipped classroom allowed me to learn at my own pace and revisit materials as needed.					
9	The interactive classroom activities helped me stay more focused and motivated.					
10	Overall, the flipped classroom method enhanced both my listening and speaking skills.					

Section B: Open-ended Questions

In your opinion, what was the most beneficial aspect of the flipped classroom in enhancing your listening and speaking skills?

How has the flipped classroom method affected your confidence and participation in English lessons?

APPENDIX: C

OBSERVATION CHECKLIST FOR FLIPPED CLASSROOM (3 WEEKS)

NO.	OBSERVATION CRITERIA	WEEK 1 ADJUSTMENT PHASE	WEEK 2 ADAPTATION PHASE	WEEK 3 CONSOLIDATION PHASE
1	Preparation before class			
2	Active listening skills			
3	Speaking fluency			
4	Pronunciation & clarity			
5	Confidence level			
6	Class participation			
7	Peer interaction			
8	Use of the target language			
9	Engagement with activities			
10	Progress over time			