

INVESTIGATING THE EFFECT OF FLIPPED CLASSROOM INSTRUCTIONS ON ENGLISH COMPOSITION AT THE TERTIARY LEVEL

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Abstract

The current study investigates the effects of the Flipped Classroom Instruction (FCI) model on English composition skills at the tertiary level. This study used a quasi-experimental research design. Thirty students (n=30) from the Department of English at Shaheed Benazir Bhutto University, Shaheed Benazirabad (SBBU, SBA) were randomly selected to participate. The participants were divided into two groups (n =15): the control and experimental groups. The experimental group received instruction through the FCI model for seven weeks, while the control group received traditional lecture-based methods. Both groups were given a pre-test and post-test to assess their writing skills, and a Likert 5-point questionnaire was used to examine the experimental group's attitudes and perceptions towards FCI. The study results showed that the experimental group significantly outperformed the control group on the post-test, with the experimental group's mean score increasing from 8.66 to 14.60, compared to an increase from 9.06 to 12.33 in the control group. Furthermore, 85% of the experimental group expressed positive perceptions of the FCI model. It increased engagement and confidence in their writing skills. These findings suggest that integrating FCI into teaching methods can create a more interactive, student-centred learning environment and can lead to enhanced learning outcomes in composition skills.

Keywords: Flipped Classroom Instruction, English composition, traditional teaching methods, Effect, tertiary education

Introduction

The current decade of the 21st century is often referred to as the era of digitalization and as the medium English language playing a dominant role in global communication, and in an educational setting at all levels—middle, secondary, and tertiary—due to its importance in modern education systems. Significant efforts have been made to find the most effective method for English learning according to the needs and demands of modern learning. The education system has undergone a consistent transformation in recent times; many things have changed, and it has been observed breakthroughs in our conventional understanding of education. Today's students possess diverse abilities, interests, and motivations as compared to those a few decades ago; mostly, a distinct difference can be observed in their approach to teaching and learning.

English is the language used not only by the inner and outer circle but also by the expanded circle of English language users as well at a large scale (Kachru, 2019), English Language is spoken not only by people who speak it as a native language but also by those people who learn and use it as second and foreign language. Reading, writing Speaking and Listening are known as fundamental skills of the English language. Those who want to learn it, have to be an expert in these basic skills of language. ESL learners view writing as the most complex language skill as it is a productive skill that requires intellectual, linguistic and some other resources (Selvaraj & Aziz, 2019). Moreover, at the tertiary level, students have to possess writing proficiency throughout their academic journey, whether it be during lectures or at the end of a course or semester. They are often asked for writing activities such as assignments, project papers, theses, dissertations, and reports. However, mastering writing skills seems to be much more complicated compared to other skills due to the multitude of steps involved in completing a writing task. It might include identifying a thesis statement, formulating supporting ideas, conducting reviews and revisions, and performing editing (Alsamadani, 2010).

Background

English as Second Language Learners (ESL) often struggle with writing skills due to the inherent complexities of the skill and lecture-based teaching methods. These traditional methods are criticized for being passive and failing to meet the needs of today's students. These might not be the most effective way for students to learn and practice writing skills; they often involve limited student participation and focus on memorization rather than active learning. In contrast, modern educational trends emphasize student-centred learning, which empowers students to take control of their learning. Flipped Learning model instructions offer a potential solution by creating a more interactive environment that encourages active participation, and collaboration skills for effective writing.

Several studies have been conducted to investigate the effects of flipped classrooms to improve the English writing skills of ESL learners. Where instructional content is provided outside of class and class time is used for interactive activities, tend to perform better in writing compared to those in traditional learning environments. For example, Leis, et.al., (2015) demonstrated that students participating in flipped instruction outperformed writing skills and enhanced cooperative learning with peers than in traditional. Similarly, Bala and Haque (2020) found that Saudi EFL university students showed high improvements in paragraph writing through FCI. Daulay et al. (2021) further found the effects of flipped learning to improve the writing skills of university English learners. He expressed his view that students who used flipped methods achieved more increased writing outcomes compared to those receiving traditional instruction. Furthermore, Do (2022) examined the growing trend of integrating digital resources into university lectures through flipped classroom techniques. This approach combines educational technology, such as video lectures for at-home study, with interactive, comprehensive, and high-order learning activities in the classroom. This maximization of classroom time on comprehensive activities, debates, discussions, and collaborative projects.

Research hypothesis

RH1: Flipped classroom instruction has a significant effect on ESL learners' English composition.

RH2:: Students produce better write-ups in FCI than in traditional classrooms.

RH3: University students are more inclined to the FCI model than the conventional teaching method.

Research Question

RQ1: What is the effect of the flipped classroom instructions on ESL learners' English composition?

RQ2: How do students' writing performance using FCI differ from Traditional Classroom Teaching?

RQ3: How do students perceive the FCI model at the university level?

Significant of Study

The current study is very significant for policymakers to make the policy and techniques for the application of new teaching strategies. Flip learning performances as a new tool that helps the teachers shift away from direct instruction as their constitutional teaching tool toward the student-centred approach. Applying it, the whole process of learning can be modified. It is a model that tells how to use learners' in-class time best with the students. It will help in increasing the skills of the students like creative thinking skills, analytical skills, problem-solving skills, and other learning skills. Flipped learning is a popular pedagogical approach that can provide a suitable way of teaching the current trend of learning. It can teach curriculum designers how to fulfil students' current needs of learning, and it can play a pivotal role in getting successful learning outcomes.

Literature Review

Definitions of flipped learning

There is not a single, agreed-upon definition of the flipped classroom because it can be different from teacher to teacher. A common definition is that it shifts to class work as homework and Homework done in class but this doesn't fully capture the essence of the method (Kostka & Lockwood, 2015). The flipped classroom, also known as the inverted classroom, refers to a novel pedagogical approach in which the conventional learning environment and method used and its activities are modified in the teaching and learning context. FL is a new teaching method that involves shifting direct instruction from the group learning space to the individual learning space. It produces an active and collaborative learning atmosphere where students can use their concepts in a creative environment on the subject (Flipping Learning Network, 2014).

According to the Oxford Dictionary, (2014). flipped learning is defined as a method of teaching in which a learner studies new material at home. Flipped learning is the pedagogical strategy where work was traditionally done at home and now is completed in class (Bergmann, J., & Aams, A. 2014). Rosenberge, (2013) proposes flipped learning is an invert to traditional teaching methods that move lectures online, so students may watch them outside of class. In class, they work on what would normally be homework. This way, they get more time to practice and participate in interactive learning during class time.

Historical Development of the Flipped Learning Model

The concept of a flipped classroom originally emerged in 1982, when technological methods were first used to facilitate learning outside of class (Baker, 2016). This approach has been utilized in various disciplines over the years Lage, M. J., et al., (2000) implemented this model in an introductory economics course at the University of Miami. They offered students multiple tools, such as textbook readings, lecture videos, PowerPoint presentations with voice-overs, and printable slides, to prepare before class. While in class, they used worksheets and activities to help students apply economic principles. Fagen, et al., (2002) also adopted a similar approach called peer instruction, using quizzes to ensure students were prepared and structuring class time with alternating mini-lectures and conceptual questions.

Pedagogical Implications

A unique pedagogical approach called the flipped classroom, sometimes referred to as the "inverted classroom," modifies the traditional learning environment and its activities in the context of teaching and learning (Burguera, et al., 2024). The terms "flip teaching" and "flipped classroom" are relatively new in education, but the concept is not entirely new. In the past few decades, terms like inverted classroom, just-in-time teaching, flipped classroom, and inverted learning have been used to describe the approach where traditional lectures are done outside of class and homework is done during class time (Hung, 2015). Basal (2015) introduced FCI in an English language class to explore the perceptions of 47 prospective English teachers. His study found that these pre-service teachers had a positive attitude toward FCI. According to him, FCI offers four key benefits: it allows students to learn at their own pace, prepares them for classes in advance, removes the pressure of attending class at a specific time, and boosts students' interest and participation in class. Fathi, et al., (2020) observed students' general writing performance, focusing on content and organization, as well as their writing CAF, through a series of tests. Their statistical analysis showed that the Flipped Classroom (FC) approach significantly improved students' whole writing skills and writing fluency when compared to traditional classroom methods. Bang (2024) explored the evolving paradigm of technology integration in English language education. The study examined contemporary practices and their impact on teaching and learning. Findings indicated that technology integration significantly enhances language skills and engagement. This study underscores the transformative potential of technology in English language education. Flipped learning significantly enhances student learning performance and improves student engagement, leading to better learning outcomes (Williams, & O'Dowd, 2016; Riordan, & Convery, 2024)

Motivation for writing activities

The concept of motivation refers to an individual's 'choice of a particular action, the persistence with it', and 'the effort expended on it' (Dörnyei, 2008). Traditional methods of teaching writing struggle to sustain or enhance EFL learners' interest in the subject, especially when the teacher assumes himself as the only source of teaching authority or a teacher-centred approach (Buitrago, & Díaz, 2018).

Alfaifi (2022) introduced this model to help EFL students improve their writing by using metacognitive strategies, encouraging them to think about and adjust their writing process for better results. Teng (2022) noted that university students focus on clear structure, logical arguments, and a clear format in their academic writing. However, for EFL students, academic writing is especially challenging, as their writing practice is often limited to in-class activities.

Research Methodology

Research Design

This study uses a quasi-experimental research design as a quantitative method. According to Cresswell and Cresswell (2017), a quasi-experimental research design establishes a link between cause-and-effect relationships between independent and dependent variables.

Sampling Technique and Size

This study employed random sampling. The sampling size ($n = 30$) was selected from four batches of majoring in English at SBBU, SBA. The students were divided into two groups: Experimental and control groups. Each group included 15 students.

Table 1: Research Population Size

Group	Participant number	Treatment	Tests
Experimental	15	Flipped Classroom Instruction	Pre-test and post-test

Control	15	Traditional Teaching Method	Pre-test and post-test
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Instruments

The researcher designed a test to measure students' writing proficiency before and after the treatment. Before conducting the designed tests, the researchers reviewed and verified the English composition tests by two experienced English teachers at SBBU, SBA who have been teaching composition and English language at SBBU, SBA. Additionally, a Likert scale questionnaire adapted from Swamy and Haque (2020) was used to measure the learners' perception and attitude toward FCI in the experimental group. The treatment course for this study was Paragraph Writing.

Data Collection Procedure

Writing Achievement Pre-test

Before applying the experimental phases, the researcher designed a writing achievement pre-test to evaluate the student's writing proficiency. This pre-test consisted of 8 distinct activities, each aimed at a specific component of the paragraph-writing course. The test consisted of 20 marks. The first activity focused on assessing students' understanding of writing mechanics, such as punctuation, capitalization, and verb agreement. The second activity evaluated the use of cohesive devices, specifically the application of connectors in paragraph writing. Activity three examined the coherence within the paragraphs. Activities 4, 5, and 6 are concerned with testing the structural elements of a paragraph: the topic sentence, supporting sentences, and the concluding sentence. The seventh activity tested students' knowledge of sentence types. The final task required students to write a descriptive paragraph to assess their discourse knowledge through a practical writing prompt.

Writing Achievement Post-test

To conduct the post-test for writing achievement, the researcher followed the same structure as the pre-test, with activities presented in the same number, order, and format. However, slight modifications were made at the pattern level. Only the difference between the pre-test and post-test was in the wording of the content. Different paragraphs and sentences were used to ensure that students would not be familiar with the pre-test content, thereby maintaining the reliability of the post-test results.

Questionnaire

This researcher compiled a questionnaire consisting of 14 questions and created it through Google Online Forms. The link was shared with the participants of the experimental group only. After the pre-test, the experimental group filled out the questionnaire to assess their interest and perception level regarding flipped learning instruction.

Data Analysis

Having completed the course treatment, a post-test was conducted for both group After the treatment, the post-test was conducted for both groups. Then, a questionnaire was filled out, and the results were presented in charts and tables using SPSS version 23.

The course for experimental study treatment

It is essential to outline the course content that the researcher intended to use to teach the paragraph-writing course, which is central to this experimental study. The treatment consisted of seven sessions/meetings, with one class held each week for every group. The researcher delivered a series of lessons.

Table 2: Paragraph writing course

Meeting week and date	Lessons/ units	TOPIC	TIME DURATION
First week	First	Introductory session; a general overview of paragraph writing and its fundamental concepts.	1 hour
Second-week meeting	Second	sentences and sentence errors	1 hour
Third-week meeting	Third	Topic sentence, and its role as a structural element of a paragraph.	1 hour
Fourth week meeting	Fourth	Supporting sentences and concluding sentence and their last structural components and tips	1hour
Fifth week meeting	Fifth	of coherence and unity in writing and The use of transitional words as cohesive markers to connect ideas within paragraphs	1hour
Six-week meeting	Six	Writing mechanics: especially punctuation and capitalization, verb agreement and instructed on the writing processes.	1 hour
Seventh-week meeting	Seventh	Descriptive writing and different features of descriptive	1 hour

Treatment for Groups

Both groups were taught over seven sessions for each. The experimental group was instructed using the Flipped Learning model, whereas the control group was taught through traditional teaching methods. Both instructional approaches followed similar stages: before, during, and after the lesson, with each session lasting one hour. The same instructor (the researcher) taught both groups, with the only distinction being the teaching methodology applied in each group.

Findings and Analysis

The FCI had a major impact on improving the paragraph writing skills of ESL learners. The researchers used mean and standard deviation to summarize the scores, as shown in the tables. The first hypothesis tested is

Hypothesis 1: FCI has a significant effect on ESL learners' English composition.

Null Hypothesis (H0): FCI does not have any significant effect On ESL learners' English composition writing

Alternative Hypothesis (H1): FCI has a significant effect on ESL learners' English composition writing.

Table 3: Result of pre-Test

Group	Mean	St.d Derivation
Control Group	9.06	1.79
Experimental Group	8.66	1.72

Table 4: Result of Post-Test

Group	Mean	St.d Derivation
Control Group	12.33	2.10
Experimental Group	14.60	2.67

Table 5: The difference between the control group's pretest and post-test

Pretest	Mean	St.d Deviation	Post-test	Mean	Standard Deviation	T-value	P-value
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	8.87	1.77		13.47	2.52		4.60	0.0001
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There is a significant difference between the mean scores of the experimental group's pretest ($\bar{x} = 8.87$, $SD = 1.77$) and posttest ($\bar{x} = 13.47$, $SD = 2.52$). The t-value is 4.60, and the p-value is 0.0001. The t-test indicates a significant improvement in the post-test scores for both groups ($p < 0.05$). This difference is attributed solely to the implementation of the FCI program.

Table 6: Difference between the pre-test and post-test of the control group

Control group	N	Mean	St.d Derivation	t-value	p-value
Pre-test	15	9.06	1.79	3.27	0.0056.
Post-test	15	12.33	2.10		

Table 6 indicates that in the pre-test control group, the mean score is 9.06 with a 1.79 standard deviation, the post-test mean reached 12.33 with 2.10 SD, the mean difference between pre- and post-test is 3.27 (t-value, 3.27) the P. value is 0.056 which is less than < 0.05 indicate there are significant difference between pretest and post-test. Further, it has been simplified the mean score distribution of the pre-test and post-test (see Table 7).

Table 7: Score distribution in the control group

Score Interval	Category	Pre-test		Post-test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
18-20	Excellence	0	0%	1	6.67%
15-17	V. Good	0	0%	1	6.67%
12-14	Good	1	6.67%	8	53.33
9-11	Low	9	60%	5	33.33
0-8	Fail	5	33.33%	0	0%
Total		15	100%	15	100%

Based on the table above, the pre-test score in the control group can be seen, that 0 (0%) students were in the excellent category, 0 (0%) students were in the very good category, 1 (6.67%) students were in the good category, 9 (60%) students that were in low category, and 5 (33.33%) students that were in fail category. While in the post-test, there were 1 (6.67%) students that were in the excellent category, 1 (6.67%) students that were in the very good category, 8 (53.33%) students that were in the good category, 5 (33.33%) students that were in the low category, and 0 (0%) students that were in the fail.

Comparison of pre-test and post-test of experiment group.

Table 8: Difference between pre-test and post-test of experiment group

Control group	N	Mean	St.d Derivation	t-value	p-value
Pre-test	15	8.66	1.72	5.94	0.01
Post-test	15	14.60	2.67		

Table 8 shows a significant difference between the mean scores of the experimental group's pretest ($\bar{x} = 8.66$, $SD = 1.72$) and posttest ($\bar{x} = 14.60$, $SD = 2.67$). The t-value is 5.94, and the p-value is 0.0001. The mean score of the experimental group increased by 5.94 from the pretest to the posttest. This result indicates that the post-test scores show a significant improvement.

Table 9: Score distribution in the experimental group

Score Interval	Category	Pre-test		Post-test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
18-20	Excellence	0	0%	2	13.33%
15-17	V. Good	0	0%	6	40.00%
12-14	Good	1	6.67%	5	33.34%
9-11	Low	7	46.66%	2	13.33%
0-8	Fail	7	46.66%	0	0%

Table 9 demonstrates the score distribution for the experimental group. In the pre-test, there were no students (0%) in the excellent category, none (0%) in the very good category, 1 student (6.67%) in the good category, 7 students (46.66%) in the low category, and 7 students (46.67%) in the fail category. In contrast, the post-test showed that there were 2 students (13.33%) in the excellent category, 6 students (40%) in the very good category, 5 students (33.33%) in the good category, 2 students (13.33%) in the low category, and no students (0%) in the fail category.

Based on the provided data in the tables above, the study shows that FCI has a significant effect on SBBURIAN ESL learners' English composition writing. Thus, the study rejects the Null Hypothesis (H0): FCI does not have any significant effect on ESL learners' English composition writing. And (H1): FCI has a significant effect on ESL learners' English composition writing, which is supported as true.

Hypothesis 2: Students produce better write-ups in FCI than in traditional classrooms.

Null Hypothesis (H0): Students do not produce better write-ups in FCI than in traditional classrooms. **Alternative Hypothesis (H1):** Students produce better write-ups in FCI than in traditional classrooms.

Table 10: Difference between the control group and the experimental group after the post-test

Post-Test	Mean score	S.D	t- Value	p-value
Control Group	12.33	2.10	2.27	0.039
Experimental group	14.60	2.67		

Table 10 shows a significant difference between the writing achievements of both in the control group post-test ($\bar{x} = 12.33$, $SD = 2.10$) and experimental group post-test ($\bar{x} = 14.66$, $SD = 2.67$) and $t = 2.27$ and $p = 0.029$. We can observe above table 10 that clear differences between the non-experimental group (control group) and the experimental group. The mean of the experimental group is 3.14 higher than the control group in the post-test. The $p = 0.029$ is less than <0.05 ; hence, this indicates that the result has a statistically significant difference. See Table 11 for the categorization of mean score distribution.

Table 11: Score distribution in Post-test groups

Score	Category	Control group	Experimental group
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Interval		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
18-20	Excellence	1	6.67%	2	13.33%
15-17	V. Good	1	6.67%	6	40.00%
12-14	Good	8	53.33	5	33.34%
9-11	Low	5	33.33	2	13.33%
0-8	Fail	0	0%	0	0%
		15	100%	15	100%

In Table 11, we can observe that students with FCI have improved writing composition achievements (paragraph writing) much more than those with traditional classroom instruction. However, the pre-test non-experimental group's (control group) mean score of 0.49 was higher than the experimental group's mean score. But in the post-test, it increased to 5.94. The FCI group increased the mean from 8.66 to 14.60 from pre- to post-test. Only 3.37 mean increments can be seen in the control group from 9.06 to 12.33 from pre- to post-tests. The significant difference in the mean post-test scores and the p-value of 0.028, which is less than $p = 0.05$, indicates there are significant differences between the mean of the two groups. The study rejects the (H_0): Students do not produce better write-ups in FCI than in traditional classrooms. For enhancing English composition on the writing achievement post-test. Thus, the study supported RH2 (H_1). Students produce better write-ups in FCI than in traditional classrooms.

Hypothesis 3: University Students are more inclined to the FCI model than conventional teaching.

Null Hypothesis (H_0): University students are not more inclined to the FCI model compared to the conventional teaching method.

Alternative Hypothesis (H_1): University students are more inclined to the FCI model compared to the conventional teaching method.

The researchers calculated the frequency and percentage for each item in the questionnaire, as shown in the following table, to assess students' attitudes toward FCI. A total of 14 students from the experimental group completed the questionnaire, while one participant did not respond.

The frequency distribution, mean scores, standard deviations, and corresponding decision levels for each item are presented. The interpretation is based on the predefined mean score ranges that have shown the attitude levels of the respondents.

A mean score of 1.00-1.50 shows a very negative perception, 1.51-2.50 represents a negative perception, 2.51-3.50 reveals a moderate perception, 3.51-4.50 denotes a positive perception, and 4.51-5.00 signifies a very positive perception.

Table 12: Likert point 5 scale responses, frequency distribution, mean, SD and decision level

Item	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	mean	Std. Deviation	Decision
Item 1	6(42.9%)	7(50%)	1(7.1%)	0(0%)	0(0%)	4.36	0.51	Positive
Item 2	6(42.9%)	6(42.9%)	2(14.3%)	0(0%)	0(0%)	4.29	0.49	Positive
Item 3	10(71.4%)	4 (28.6%)	0(0%)	0(0%)	0(0%)	4.29	0.47	Positive
Item4	7(50%)	6(42.9%)	1(7.1%)	0(0%)	0(0%)	4.43	0.51	Positive
Item 5	2(14.3%)	9 (64.3%)	3 (21.4%)	0(0%)	0(0%)	3.93	0.47	Positive
Item6	6(42.9%)	7(50%)	1(7.1%)	0(0%)	0(0%)	4.36	0.51	Positive
Item7	3 (21.4%)	8(57.1%)	2(14.3%)	1(7.1%)	0(0%)	3.96	0.47	Positive
Item 8	2(14.3%)	9 (64.3%)	3 (21.4%)	0(0%)	0(0%)	3.93	0.47	Positive
Item 9	3 (21.4%)	10(71.4%)	1(7.1%)	0(0%)	0(0%)	4.14	0.51	Positive
Item10	5 (35.7%)	9 (64.3%)	0(0%)	0(0%)	0(0%)	4.36	0.51	Positive
Item 11	6(42.9%)	7(50%)	1(7.1%)	0(0%)	0(0%)	4.29	0.51	Positive

Item.12	2(14.3%)	9 (64.3%)	3 (21.4%)	0(0%)	0(0%)	3.93	0.47	Positive
Item 13	12(85.7%)	0(0%)	2(14.3%)	0(0%)	0(0%)	4.73	0.47	Very Positive
Item 14	2(14.3%)	7(50%)	2(14.3%)	0(0%)	0(0%)	4.36	0.51	Positive

The result of Table 12 depicts that the respondents generally reveal positive attitudes across all items of the questionnaire. The mean scores for the items predominantly fell within the 3.51-4.50 range. This sufficient mean of responses signifies the positive attitudes of learners towards FCI. Item 13 of a paramount was an exception, with a 4.73, which higher mean score of 4.73, indicating a very positive attitude. Standard deviations remained consistently low across items that demonstrated consistency in respondents' answers. The result portrayed students' positive opinions related to FL. Based on the data that has been provided for every item, mean, and percentage of almost the majority, we can see a positive of students had a blended perception towards high classroom learning with a high percentage. Hence this study rejected (H0): University students are not more inclined to the FCI model compared to the conventional teaching method. Support and accept Alternative Hypothesis (H1): University students are more inclined to the FCI model compared to the conventional teaching method.

Discussion

RQ1: What is the effect of the flipped classroom instructions on ESL learners' English composition?

In the current trend of student-centred Learning FCI has a significant influence over learners due to the emergence of technology into the educational system. The analysis of pre-and post-test scores revealed a significant improvement in the writing skills of students exposed to FCI. Although the control group also showed improvement in their writing scores increase but it was less extended compared to the experimental group. This differential improvement suggests that though traditional instruction can enhance writing skills, more improvement has been observed in the experimental group. These statistical differences show that the FCI approach is more effective in enhancing English composition writing skills compared to traditional teaching methods.

FCI also increased student engagement. It allowed students to interact with learning material before class, making them more prepared and ready for active learning. The experimental group, in particular, benefitted from more practice and feedback on their writing, especially in a collaborative setting. The findings show that FCI encourages students to take more responsibility for their learning. Students in the experimental group at SBBU managed their study time well, using videos and reading materials outside of class, which led to significant improvement in their writing scores.

This study's findings align with previous research which also demonstrated the positive effects of flipped learning. Other studies, (e.g., Swamy & Haque, 2020; Daulay et al., 2021; Mohammad & Khan, 2023) confirm that flipped learning has a positive impact on English language teaching and learning.

RQ2: To what extent do students' writing performance using FCI differ from Traditional Classroom Teaching?

The post-test results showed a clear difference in writing performance between the two groups. The experimental group, which used FCI, had a high average score (14.60, SD = 2.67) compared to the control group (12.33, SD = 2.10). This significant difference, with a t-value of 2.27 and a p-value of 0.039, shows that FCI is more effective in improving students' writing skills.

The distribution of score interventions table (13) supports that students in the experimental group achieved "Excellent" and "Very Good" scores, while fewer in the control group reached those levels. This confirms that FCI has a positive effect on writing performance and is a more effective method than traditional teaching. One reason for the improvement might be the increased performance and active participation in the FCI model. Students accessed materials before class, allowing them to focus on writing practice and peer collaboration during class time. This gave them more chances to ask questions and receive feedback, which helped them better understand and apply writing skills. Traditional classrooms, on the other hand, often focus on lectures, which can cause students to lose interest and miss out on active learning opportunities. FCI creates a more supportive learning environment. It encourages students to take control of their learning, work at their own pace, and feel more motivated during class. Students were more interested in writing activities because they got help from their peers and teachers, creating a positive and interactive classroom culture.

These results are similar to findings from other studies. For example, Mubarak, et. Al., (2021) found that students using the flipped classroom model performed better on post-tests than those in traditional settings. Research by Leis, et.al., (2023) supports the idea that FCI has a positive impact on academic performance, especially in writing.

5.4 RQ3: How do students perceive the FCI model at the university level?

The study shows that most participants had a positive perception of the FCI model. A large number of students agreed that FCI helped them better understand and apply concepts, manage their study time, and feel more confident in their learning. About 92.9% said FCI helped them improve their writing by applying concepts learned at home. Additionally, 85.8% felt well-prepared for class, and 92.9% felt more confident asking questions and clearing doubts. The positive feedback shows that FCI creates an engaging and supportive environment. Students felt more motivated, confident, and involved in class. They appreciated the hands-on activities and personalized instruction that FCI provided. Over 50% agreed, and 42.9% strongly agreed that FCI improved their paragraph writing.

The majority of students also found that FCI encouraged them to prepare for class in advance. About 71.4% agreed, and 28.6% strongly agreed that FCI made them more proactive. Confidence in asking questions also increased significantly, with 50% strongly agreeing and 42.9% agreeing that FCI boosted their confidence. When it came to time management, 64.3% agreed, and 14.3% strongly agreed that FCI helped them manage their study assignment better. It also encouraged a sense of responsibility for their learning, with 50% of respondents agreeing and 42.9% strongly agreeing. Students generally found the video lectures useful, with 57.1% agreeing and 21.4% strongly agreeing. FCI also improved group activities, with 64.3% agreeing and 14.3% strongly agreeing that it helped them work better with classmates. The overall satisfaction with FCI was high, with 86% of students expressing satisfaction. About 50% strongly agreed, and 35.7% agreed that FCI inspired them to succeed in writing.

Despite the overwhelmingly positive feedback, a few challenges were noted. Some students were neutral or disagreed about group work, possibly due to cultural or religious factors, lack of internet access, or unfamiliarity with technology. However, these issues were minor, and positive responses far outweighed the negative ones.

Having received positive feedback from students, the researcher was of the view that the FCI has a significant improvement in educational outcomes and student satisfaction at an increased level. FCI not only enhances student motivation, engagement, and confidence but also creates better time management, autonomy, and collaborative skills. Furthermore, FCI at the tertiary level could lead to improve academic performance and English writing achievement of ESL and EFL learners.

Conclusion

The flipped classroom is a contemporary instructional approach where students watch instructional videos independently as activities. Besides, classroom time is used for interactive experimental students in the mental group showed marked improvement in their post-test scores compared to the control group learners; this remark increment to FCI supports the development of writing abilities. It encourages learners to take an active role in their education. FCI shifts focus from passive perception of learning information to active participation that helps to support and develop critical thinking and problem-solving skills. The learner expressed positive attitudes towards the FCI model and learning independently, collaborating, and tertiary with peers. This positive learning environment is very important for language learning at levels and the middle level, as it promotes a sense of autonomy and ownership over the learning process.

The successful implementation of FCI requires comprehensive teacher training and curriculum design. Teachers need to be equipped with the necessary skills and knowledge to effectively manage flipped classrooms. Additionally, designers should incorporate elements of the FCI model to create more dynamic and engaging learning experiences that provide for the current diverse learner needs.

Limitations and Recommendations for Future Studies

The current study carries significant recommendations for future research. First, the sample size should be increased. The current study included 30 participants; a larger sample is necessary to conclude at a population level. Second, future research should adopt a mixed-methods design to provide more comprehensive and insightful findings. Third, while this study focused on the effects of FCI, future research could explore the issues and challenges associated with implementing FCI in English composition writing. Finally, although many studies have investigated the effects of FCI on speaking and writing skills, there is a notable lack of research on the impact of FCI on listening skills, which presents an opportunity for future exploration.

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APPENDIX

Appendix A: Pre-Test for the Research Study:

Topic: Investigating the effect of flipped classroom instructions on English composition at the tertiary level

Dear Participants,

I would like to thank you for showing your interest and co-operation in my study. This pre-test is designed to assess your current understanding and proficiency in various components of English composition, particularly focusing on paragraph writing skills. Please carefully read and complete each activity. There are 8 activities in total. Take your time to read and respond to each activity wisely.

Name of Participant: _____ **Batch/Department:** _____

Group: _____

ACTIVITY: 1 Paragraph write-up

Write a descriptive paragraph any of the following topic (between 10 to 15 sentences)

- My favorite teacher
- College/ university first day.
- My favourite book.

Activity: 2 writing mechanics

Correct and complete the following sentence errors.

1. She don't likes to eat vegetables
2. You, I and He has short listed for long course.
3. Hira prefer speaking English than Sindhi Language because she is good in English
4. The capital of france is paris a beautiful city.
5. I took in breakfast; apples, Bananas and oranges and Biscuits and a cup of tea.

Activity: 3 topic sentence

Identify the topic sentence in each paragraph.

The benefits of exercise are numerous. Regular physical activity can improve both physical and mental health. Such as it helps in reduce the risk of chronic diseases like heart disease and diabetes while also enhancing mood and reducing stress levels.

Activity: 4 supporting sentences

Support the topic sentence with suitable supporting ideas

If topic sentence is: English grammar is very complex to learn.

Although, Grammar is more complicated for English as second language learner but it can be learnt easily following some certain methods, procedures and tactics.

Activity: 5 concluding sentence

Write concluding sentence/ sentences of the following paragraph

The benefits of exercise are numerous. Regular physical activity can improve both physical and mental health. Such as it helps in reducing the risk of chronic diseases like heart disease and diabetes. It also enhancing fresh mood and reducing stress levels.

Activity 6: Cohesive Markers

Fill in the blanks with appropriate cohesive markers (connectors)

Education is the foundation of a successful society. _____, it empowers individuals to reach their full potential. _____, it plays a crucial role in reducing poverty and inequality. _____, many children

around the world still lack access to quality education. _____, governments and organizations are working hard to address this issue. _____, education remains a key priority for sustainable development.

Activity 7: Coherence

Make coherence in sentence

I enjoy reading books. who has two cats. My favorite author is Umaira Ahmed They are named Luna and Leo.

Activity 8: Types of Sentences

Identify the types of sentences in the following sentences.

1. Please pass me the salt.
2. What time is the meeting?
3. I can't believe we won!
4. He is an excellent student.

_____Wish you best of luck _____

Appendix B: Post-Test for the Research Study

Topic: Investigating the effect of flipped classroom instructions on English composition at the tertiary level

Dear Participant,

Thank you for your participation in my research study aimed at “Investigating the effects of the flipped instruction model to enhance English composition at tertiary-level students”. This post-test is also a crucial component of my study that has been designed to evaluate any changes or improvements in your skills following your exposure to the flipped instruction model.

Thank you

Please carefully read and complete each activity. There are 8 activities in total. Take your time to read and respond to each activity wisely.

Name of Participant: _____ **Batch/Department:** _____

Group: _____

ACTIVITY: 1 Paragraph write-up

Write a descriptive paragraph on any of the following topics (between 10 to 15 sentences)

1. My Favorite place to visit.
2. My favourite celebrity.
3. My favourite movie/ drama.

Activity: 2 Writing Mechanics

Correct and complete the following sentence errors.

1. Because Mujeeb feeling it.
2. The mechanics of writing are commas, colons and semicolons and apostrophes and hypens.
3. She live in wellington, a beautiful city in newzealand.
4. Kamran wanted to go to Karachi, Rahim wanted to go to Lahore.
5. He, I and you have stolen Hyder book.

Activity: 3 Topic Sentence

Identify the topic sentence in each paragraph.

My cell phone is an important part of my life. It lets me communicate easily anywhere and anytime. Additionally, I can use it when I need to get information. It is also a best source of entertainment to me. All things considered, I don't think I could live without my cell phone

Activity: 4 supporting sentences

Support the topic sentence with suitable supporting ideas

If topic sentence is: Learning a new language can be challenging.

Supporting Sentences and Details

However, English as second language learning is hard but we can learn it following some certain methods and procedures.

Activity: 5 concluding sentence

Write concluding sentence/ sentences of the following paragraph

My school is a great place to learn. The teachers are very helpful and kind. They make sure we understand what we're learning. Additionally, we have a lot of fun activities and games to help us learn

better.

Activity: 6 cohesive marker

Fill the blanks with suitable cohesive markers (connectors).

Education is an act of teaching knowledge to others and the act of receiving knowledge from someone else. _____ Education means receiving knowledge. We are nothing without knowledge, and education is what separates us from others. _____, the main step to acquiring education is enrolling oneself in a school. _____ School serves as the first learning place for most of the people.

Activity: 7 Coherence

Make coherence in a sentence.

Reading is my hobby. I come out at SBBU, SBA main ground. I used to read the plays of Shakespeare. Having finished reading, for playing cricket in the evening.

Activity: 8 Types of sentences.

Identify the types of sentences in the following sentences.

1. The teacher is teaching paragraph writing to students.
2. Which book do you like to read on vacation?
3. Open the book.

Appendix C: Questionnaire

Investigating the effect of flipped classroom instructions on English composition at the tertiary level

Dear Participants,

I would like to thank you again for the devotion of your precious time in cooperating with my research study on investigating the effects of Flipped Classroom Instruction (FCI) to enhance the English Composition of Tertiary Level Students". Please read each option in the questionnaire carefully and select the response that best represents your experience and perception. Your identity will remain closed and your provided response will be used for research purposes only.

Name of Participant: _____ Batch/Department: _____

Group: _____

Coded as: (Likert Scale 5-1)

5= Strongly Agree

4= Agree

3= Neutral

2= Disagree

1= Strongly Disagree

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1. FCI enables me to apply the concepts learned at home and makes me write better paragraphs in class					
2. I prepare well for my exams and answer paragraph writing questions comfortably.					
3. FCI allows me to prepare the classes in advance.					
4. FCI makes me confident in asking questions in class.					
5. It is easy for me to manage my study work with FCI timely and comprehensive.					
6. FCI makes me responsible for my learning in and outside the classroom.					
7. I have enough time to understand the lessons through the videos.					
8. After participating in FCI, I have developed a sense of belonging to the group.					
9. I felt comfortable doing activities in the class with my peers.					
10. I feel that FCI has improved my writing skills.					
11. The instructor and my peers respected my opinions.					
12. The traditional method makes me understand the lessons more than FCI.					
13. I am satisfied with the flipped classroom instruction.					
14. FCI inspire and encourages me to learn in an easy way					