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Teachers' Perceptions about the Use of Flipped Learning Tools in Improving the Reading Skills of ESL Undergraduate Students

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ARTICLE DETAILS	ABSTRACT
History: Received: December 27, 2023 Accepted: June 11, 2024	This study aims to investigate teachers' views on using flipped learning tools to improve the reading skills of undergraduate students in Dera Ghazi Khan, Pakistan. It also examines the effectiveness of flipped learning. This study used a quantitative research method, collecting data from 30 English teachers at Ghazi University, D.G. Khan and University of Education Lahore, D.G. Khan Campus. Results showed positive attitudes toward flipped learning tools, which were found to be effective in improving learners' reading skills. The study also suggested that the integration of flipped learning tools could revolutionize traditional teaching methods by offering a more dynamic and personalized approach to enhancing students' reading competencies. The positive feedback from teachers underscores the potential of flipped learning to not only improve reading skills but also to reshape the educational landscape in institutes by emphasizing the importance of adapting innovative pedagogical strategies to meet the evolving needs of students.
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1. Introduction

Reading is a collaborative activity between the written material and the reader that helps to discover the meaning of written text. Longman Dictionary of Language Teaching and Applied Linguistics (2012, p.483) describes that "reading is a process by which the meaning of the text is understood." Over recent years, to overcome the challenges which are related to language learning, technology plays the most influential role in the refinement of language learning. Multimedia learning technologies provide ESL learners different facilities to improve their language skills. "Flipped learning" is one of those pedagogical approaches which help to improve the language skills of ESL learners. Flipped learning is that kind of online learning in

which in-class activities and homework are reversed. It means that classroom activities and lectures are given as homework and outside activities are performed by the students in class timings. Flipped learning ensures that as compared to traditional learning learners become more active participants (Uzunboylu & Karagozlu, 2015).

Gorder (2008) highlighted that technological tools are useful for both teaching practices as well as for pupils' learning. Some of the flipped learning tools are:

- **YouTube:** YouTube is a social media that has become prominent during last decade. Portugal, Arruda, and Meneghello (2018) describes that YouTube is a video source and can be used to view, share and post the videos on various contents. Fleck (2013) describes that YouTube is also used as an educational tool in the classroom.
- **WhatsApp:** WhatsApp is also used as the tool of flipped learning tool. Annamalai (2019) describes that due to collaborative features, WhatsApp is one of most preferred choice for communication. Plana (2013) shows that students are more motivated and excited for reading text in English through using WhatsApp.
- **PowerPoint:** Gambari, Yusuf, and Balogun (2015) mentioned that PowerPoint as flipped tool allow the operator to use visual and audio aspects in the presentation and as compared to traditional learning, it has an ability to sum up any topic with minimum time. Cook (1998) also believes that PowerPoint facilitates us with such elements that are beneficial and skillful for learning.
- **Google Classroom:** Zhang (2016) discusses how Google classroom allows teachers to create classes, add students through sharing codes, and provides options for sharing information, starting discussions, and assigning and checking assignments. Soni (2018) describes that the learning become more effective by the use of Google classroom.
- **Microsoft Teams:** According to Microsoft (2018), MS Teams is a cloud app that combined discussions, meeting, documents and apps in single Learning Management System. Buchal & Songsore (2019) describe that like other social media platform, MS Teams offers better opportunities for communication, group discussions, content sharing, and video meetings.

1.1. Objectives of the study

1. To analyze the improvement in reading skills of students by using flipped learning tools
2. To explore the teachers' perceptions about the use of flipped learning tools.

1.2. Research Questions

1. Which kinds of improvements are observed in the reading skills of students by using flipped learning tools?
2. What are the teachers' perceptions over the use of flipped learning tools?

1.3. Rationale of the Study

By exploring the implementation of flipped learning tools in the context of improving reading skills, this study aims to provide valuable insights into the potential benefits of integrating technology into traditional teaching practices. This research also seeks to offer a deeper understanding of how innovative pedagogical approaches can empower educators to create engaging and effective learning environments that foster students' reading proficiency in a rapidly changing educational settings.

1.4. Limitations

There are some limitations regarding this study. These are:

- External factors like technological challenges, resource constraints, or varying levels of students' readiness for flipped learning could impact effectiveness of implementing this approach.
- The study has a limited number of participants, which could affect the generalizability of the findings to a broader population of teachers.
- Teachers' perceptions are subjective and may vary based on individual experiences, teaching styles, and preferences, which could influence the study results.
- The current study only concerned with undergraduate level. The result may vary with other level.
- The geographical location such as rural area may also affect the results of this study.

2. Literature Review

Bergmann & Sams (2012) discovered that flipped learning allow the teachers to check learners' performances and give their immediate feedback to learners. According to Hamdan (2013), students' learning can be improved by assigning them video lessons before the class because it helps them to attain earlier knowledge about the topic before in-class activities. Duffy (2008) finds out teachers' interest in teaching languages like English through the use of YouTube. Herreid and Schiller (2013) discusses that due to the availability of videos outside the class, flipped learning become more interesting for the teachers and learners.

Enfield (2013) conducted a study at California State University Northridge to explore the effectiveness of flipped learning and showed positive responses and found that video lessons are more helpful and engaging. Roach (2014) found that flipped learning approach allows the teachers to become creative by using different types of activities during teaching and move towards active and collaborative learning. Alzain (2015) stated that he flipped learning is a modern technology that removes learning weaknesses of learners and also enhance their thinking. Basal (2015) surveyed teachers about the usage of flipped learning in an English class at a university in Turkey. The results revealed positive views of teachers, noting many benefits like flexible learning and increased learners' engagement.

Abaeian and Samadi (2016) analyzed the effects of flipped learning on Reading skills in Iran with 100 female learners and it was observed that the performance of the experimental group, who received flipped learning, was better than the control group. Han (2015) investigated that the Chinese English language learners had positive attitudes towards flipped learning in ESL settings as it enhanced their engagement, critical thinking and understanding of the material before class. Bell (2015) conducted a study on flipped learning in German language acquisition and outcomes showed that learners felt more relaxed and confident during classroom activities as they had enough time to learn outside the classroom. Hazea & Alzubi (2016) conducted a quantitative research which shows positive results regarding the usage of WhatsApp to improve reading skills and compositional skills of the learners. Nouri and Shadid (2005) also investigated that PowerPoint has positive impacts on learners' behavior regarding content and teacher.

Okmawati (2020) investigated in her study "The use of Google Classroom during Pandemic" that Google Classroom is an interesting way of online learning and can be used effectively. In their research, Alameri, Masadeh, Hamadallah, Ismail & Fakhouri (2020) describes that learning process, learner-teacher interaction, class management and learners' assessment can be improved by the use of MS Teams. During their study, Chen, Lambert, and Guidry (2010) discover the positive effects of using MS Teams on learners' participation in learning process and on their results. Evseeva and Solozhenko (2015) also conducted a research on flipped learning at

technical University and the results revealed that 85% of learners were satisfied with flipped learning in English language teaching and learning, while the remaining 15% had concerns about time management and self-discipline. Another study was conducted by Engin (2014) at a UAE university, analyzing the impact of flipped learning on learners' writing skills and the outcomes revealed the positive impacts on achievements, with learners preferring teacher explanation videos. Bhagat et al. (2016) investigated the impacts of flipped learning on learners' motivation and achievement and through experimental study found positive effects on learners' motivation and progress. Kuntz (2013) studied the impacts of web 2.0 tools on learners' reading Arabic as 2nd language and discovered that these tools improve reading skills as well as enhance their understanding. Davies (2013) investigated that application of technological tools in flipped learning enable the learner to easily comprehend the learning content and achieve high scores in their examination.

3. Research Methodology

In the current study, researcher used the “descriptive researcher design” to get the detail description about what the teachers have perceptions regarding this phenomenon. The researcher used the “quantitative research methodology” to collect and interpret the data numerically. To collect the data, 30 English language teachers were chosen from Ghazi University, D.G. Khan and University of Education Lahore, D.G. Khan Campus. 15 teachers were selected from each institution. Out of 30 teachers, 17 are female and, 13 are male teachers. All respondents belonged to English Department and met the qualification criteria of holding an M.Phil degree. The study focused on variables related to teachers' perceptions of flipped learning tools. These variables included aspects such as effectiveness of flipped learning in improving students' reading skills, teachers' comfort level in using technology in education, impact of flipped learning on teaching practices and attitudes towards using innovative teaching methods. Questionnaire is used as a tool to gather the data for the study. In questionnaire, closed-ended questions are asked. Questionnaire is valid from all perspective; face, content validity. Reliability of questionnaire as a research tool is measured by using statistics known reliability coefficient is 0.8. According to Whitley (2002), questionnaire is considered as most suitable measure of reliability while using Likert Scale. For this purpose, in this study, Likert scale is used which consists of five options as strongly agree, agree, neutral, disagree and strongly disagree. To analyzed data, the researcher used SPSS software.

4. Data Analysis

For this study, data is gathered from 30 English teachers of two institutes of Dera Ghazi Khan, Ghazi University, D.G. Khan and University of Education Lahore, Dera Ghazi Khan Campus. Questionnaire is used to collect the data and SPSS software is used to analyze it.

Table1: Institute

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid University of Education Lahore, D.G. Khan	15	50.0	50.0	50.0
Ghazi University, D.G. Khan	15	50.0	50.0	100.0
Total	30	100.0	100.0	

The total sample consists of 30 teachers; 50% are taken from the University of Education and 50% from Ghazi University.

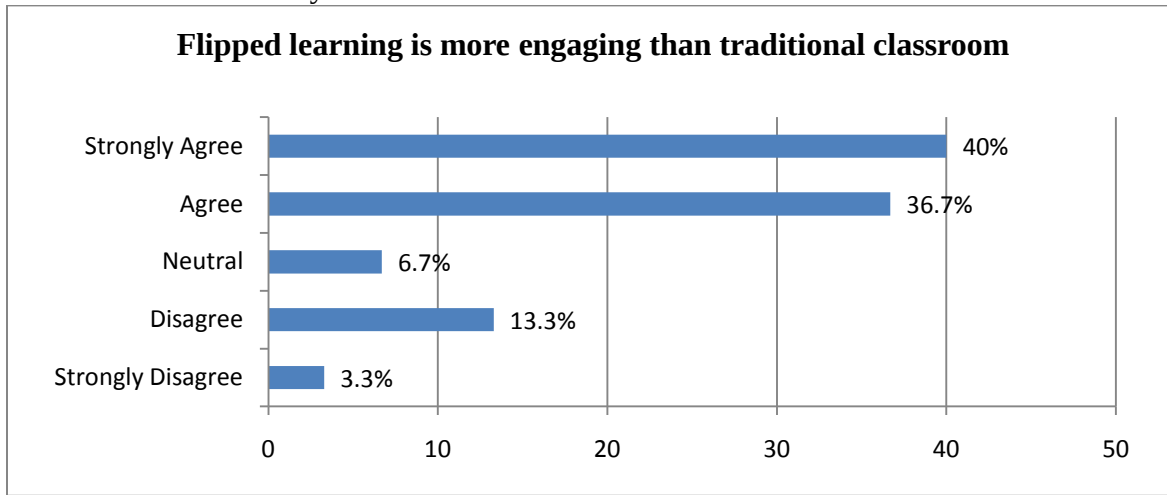


Figure 1: Flipped learning is more engaging than traditional classroom

Figure1 shows that Total 76.6% of teachers assume that flipped learning provides student-centered environment that allows them to make classroom more engaging for the students as compare to traditional learning.

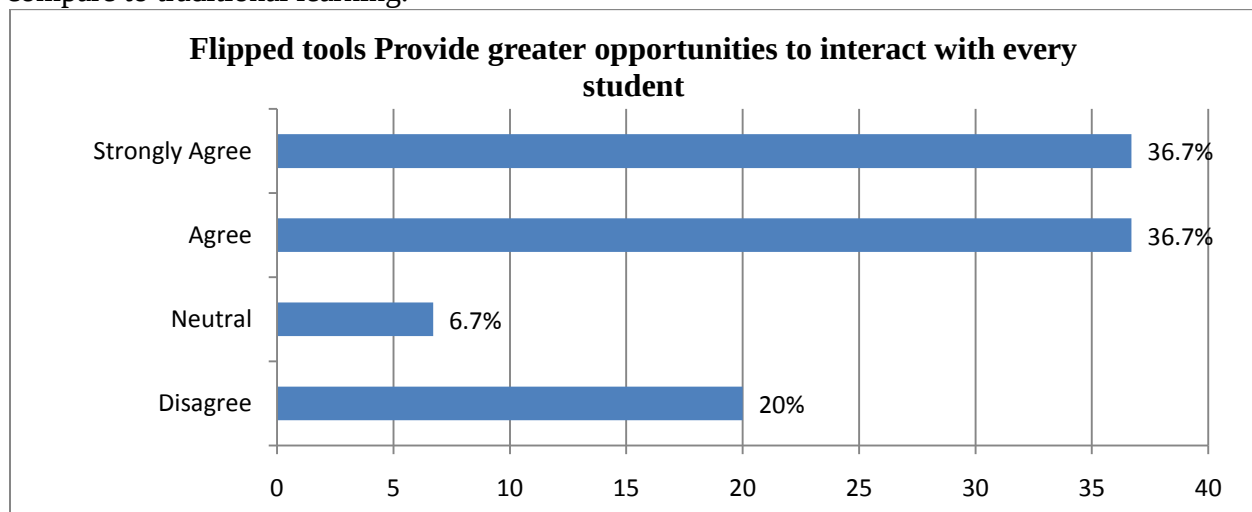


Figure 2: Provide greater opportunities to interact with every student

Figure 2 shows teacher's perceptions about the idea that flipped tools provide them greater opportunities to interact with every student.

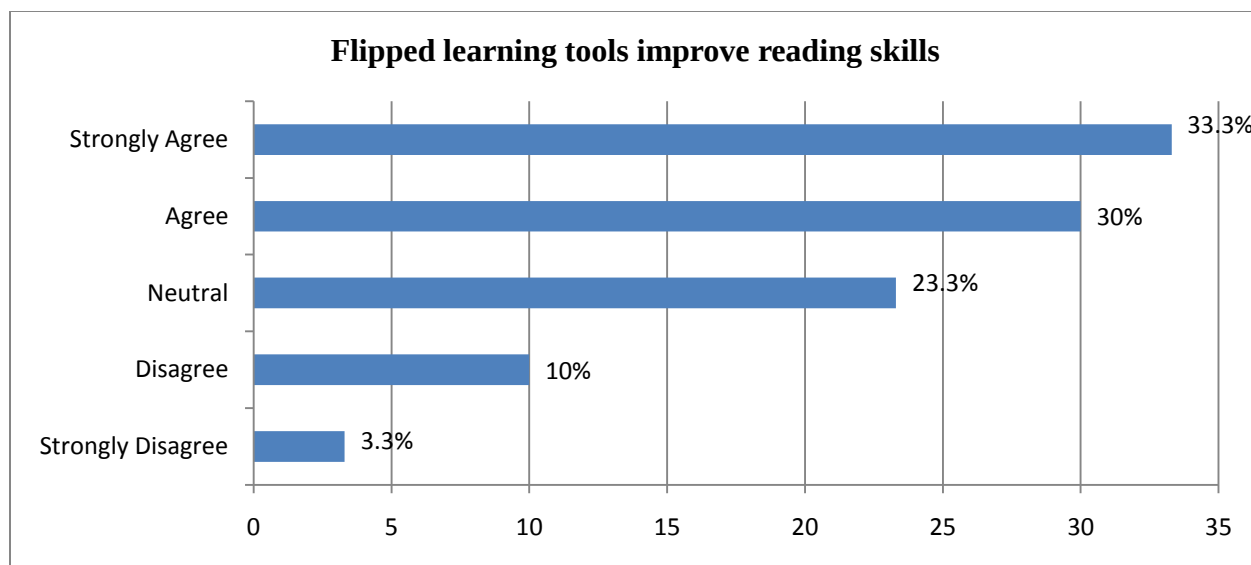


Figure 3: Flipped learning tools improve reading skills

Figure 3 describes that 60% of respondents confidently respond that flipped tools help them to motivate their students to improve reading skills through online quizzes, puzzles, reading comprehension activities.

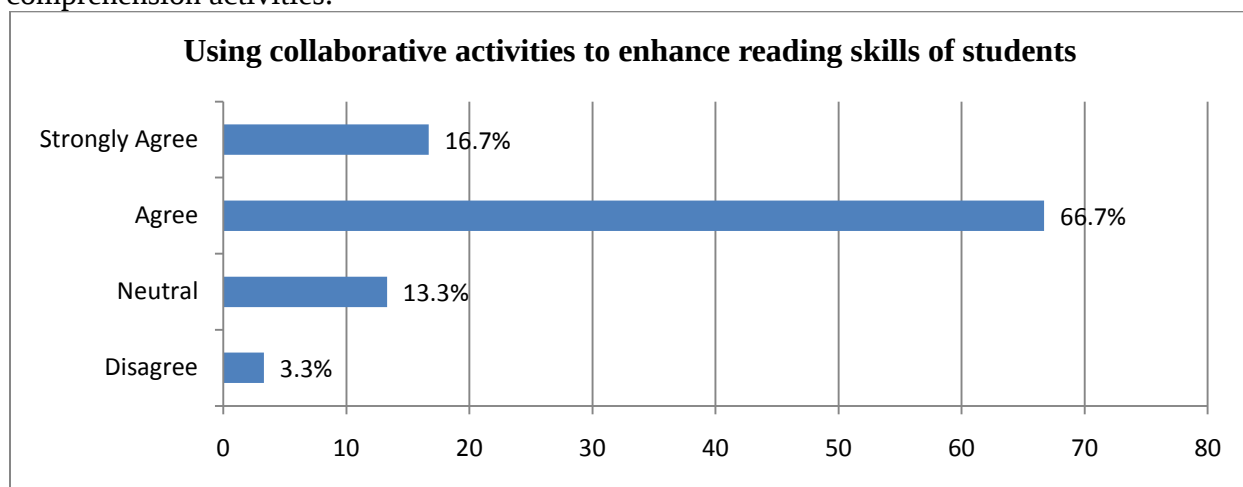


Figure 4: Using collaborative activities to enhance reading skills of students

Figure 4 discusses that 83.3% of teachers support the statement that flipped tools allow them to use collaborative activities during their teaching. 67.7% of responders agree, and 16.7% strongly agree with provided statement. They think that collaborative activities with class fellows enhance the reading abilities of pupils. And flipped tools provide better opportunities to perform activities in the classroom as compared to traditional teaching.

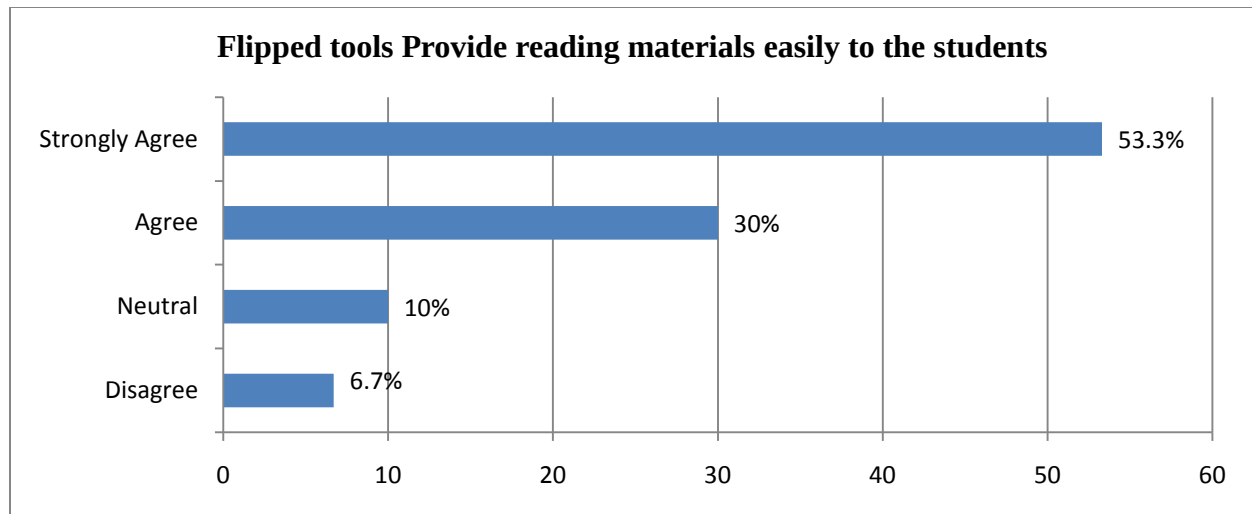


Figure 5: Providing reading materials easily to the students

Figure 5 demonstrates that an aggregate ratio of 83.3%, respondents accept this statement that flipped tools allow them to provide all kinds of material to the students easily.

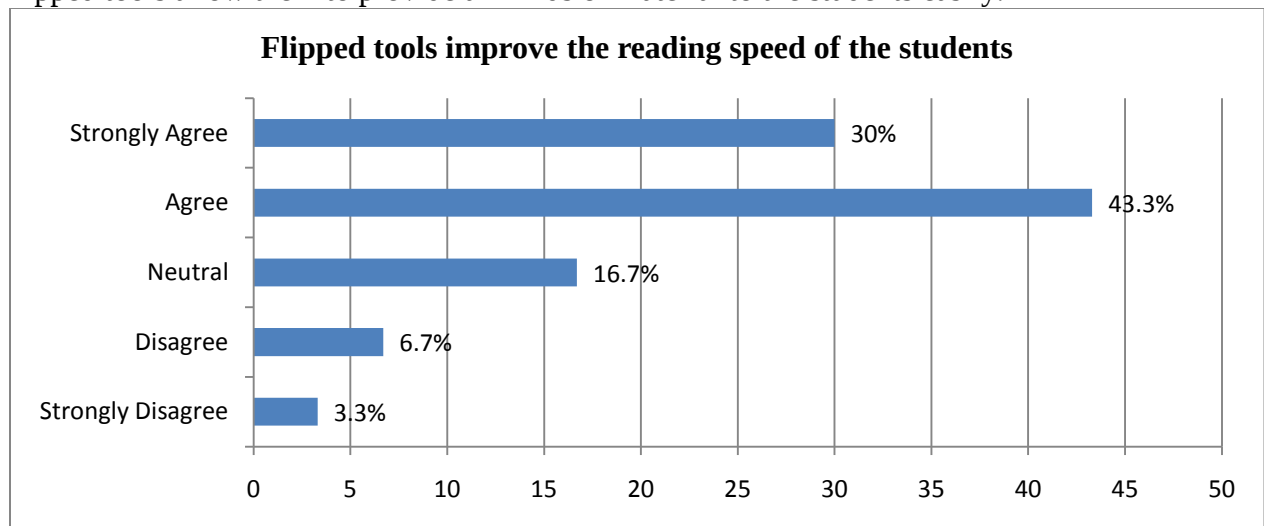


Figure 6: Improving the reading speed of the students

Figure 6 shows that a total of 73.3% of teachers show their favor that flipped tools provide different online activities and reading comprehension exercises which increase the reading speed of the learners.

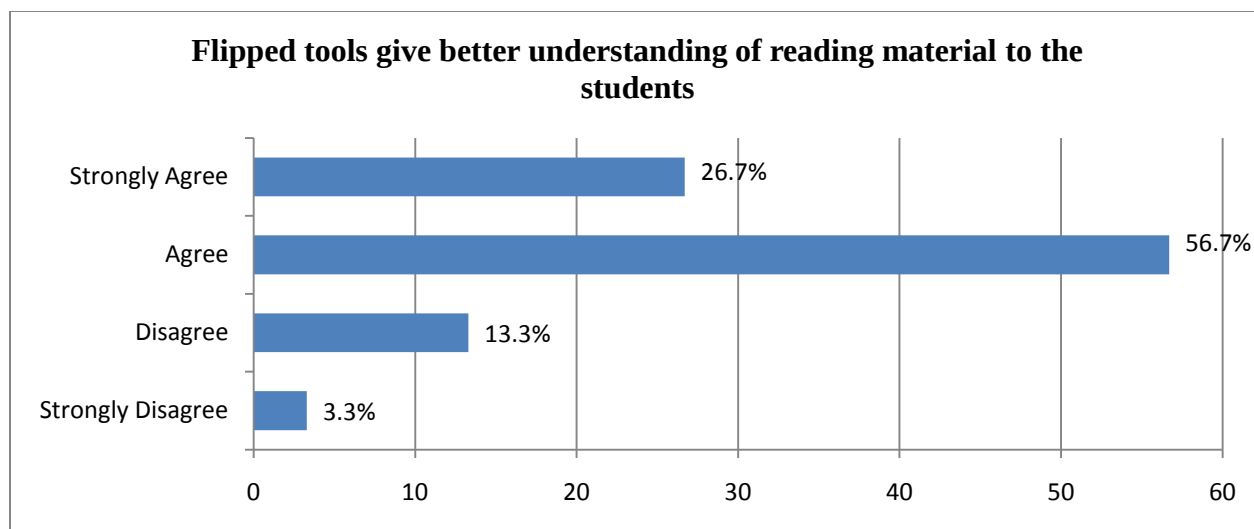


Figure 7: Give better understanding of reading material to the students

Figure 7 illustrates the acceptance results of respondents to the statement that flipped tools give a better understanding of written text to learners.

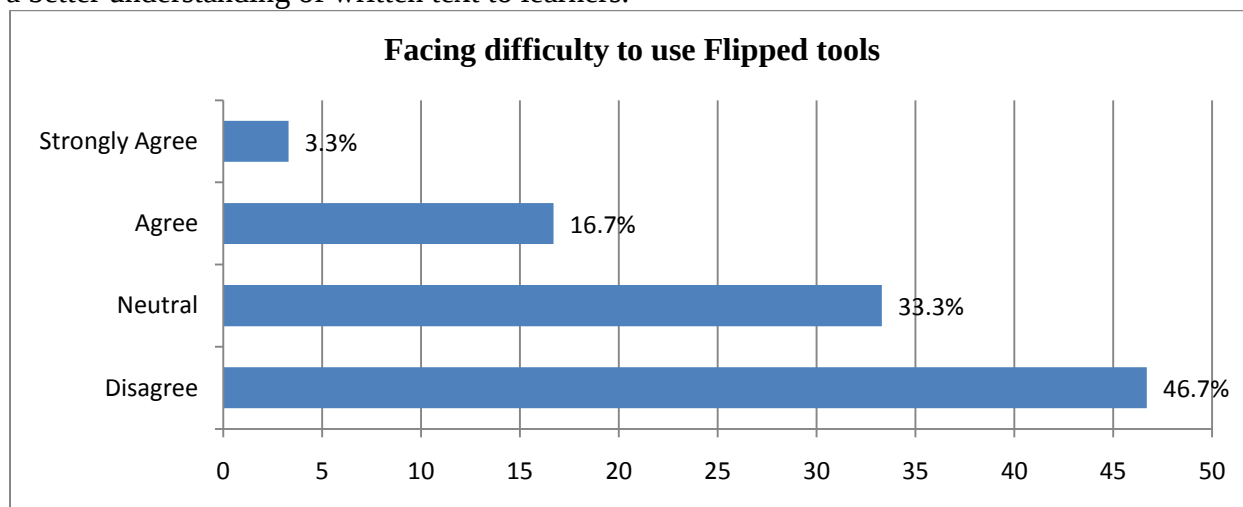


Figure 8: Facing difficulty to use Flipped tools

Figure 8 indicates the opinions of the teachers regarding their difficulty in using flipped tools. 46.7% of respondents deny the statement that they face difficulty in using flipped tools.

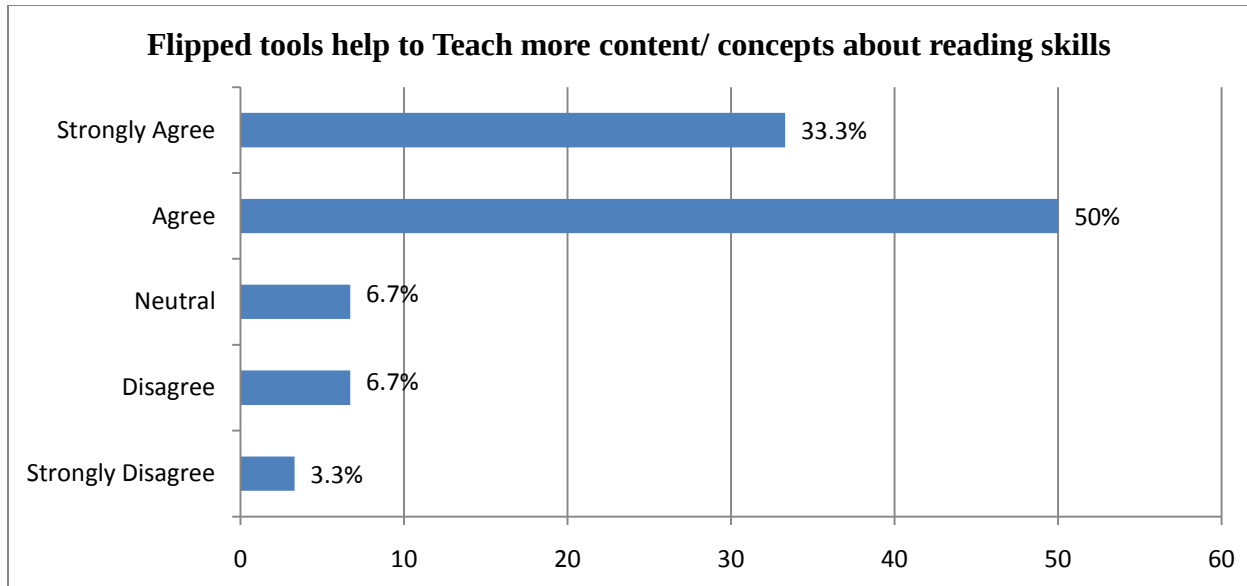


Figure 9: Teaching more content/ concepts about reading skills

Figure 9 describes the views that flipped tools allow the teachers to learn more content and concepts about reading skills. Only 10% of respondents deny the statement and do not think that flipped tools give the chance to teach in-depth.

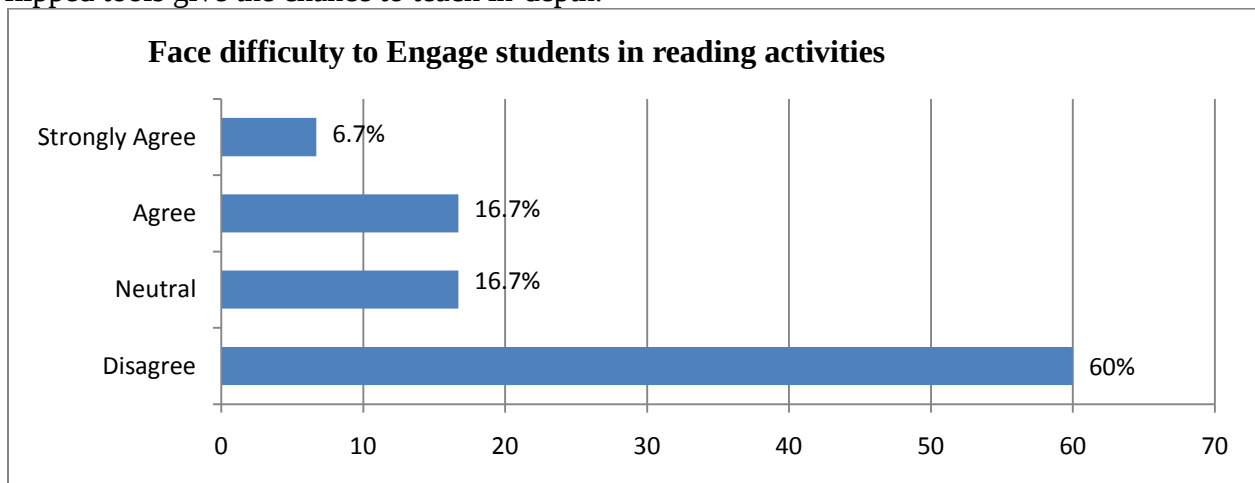


Figure 10: Face difficulty to engage students in reading activities

Figure 10 states the opinion of the teachers about engaging the students in reading activities by using flipped tools. 23.3% of teachers believe they face difficulty engaging the students in reading activities by using flipped tools. 16.7% of respondents agree, and 6.7% strongly agree with using flip tools.

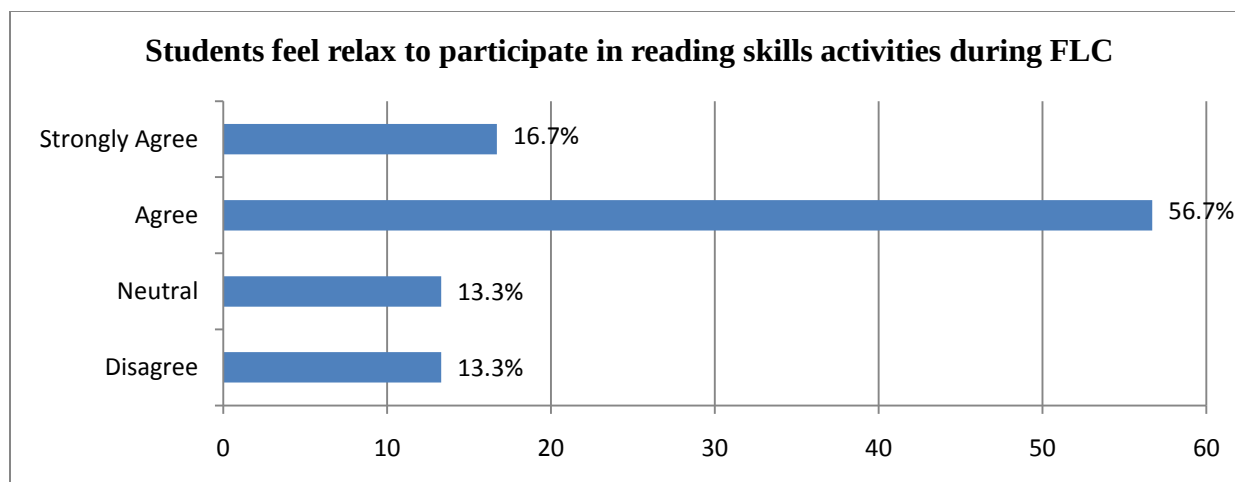


Figure 11: Students feel relax to participate in reading skills activities during FLC

Figure 11 discusses results about the statement that *my students are more relaxed to participate in reading activities in flipped learning classroom*. 73.3% of teachers believe that their students feel relax in participating in reading activities during flipped learning. Out of which, 56.7% of respondents agree, while 16.7% strongly agree with the statement. Flipped learning provides student-based active environment for students in which they can participate in classroom activities freely.

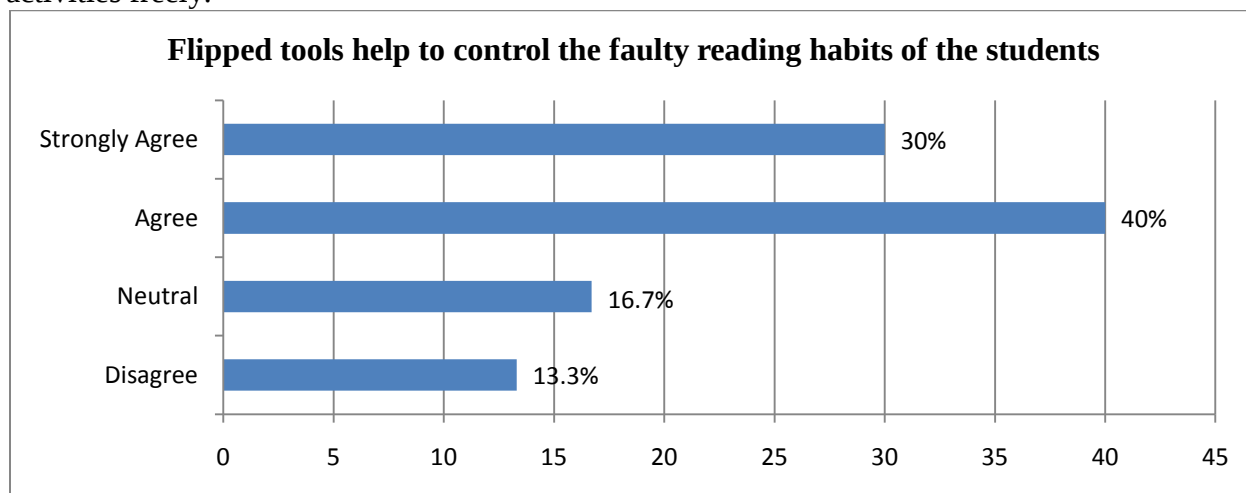


Figure 12: Flipped tools help to control the faulty reading habits of the students

Figure 12 shows the aspect of flipped tools to control pupils' faulty reading habits. 70% of teachers show favor for the statement that they can detect and reduce the faulty reading habits of pupils during flipped learning. 40% of the responders respond as agree, and 30 % strongly agree with the given opinion. They think that interactive and project-based activities overcome learners' faulty habits regarding reading.

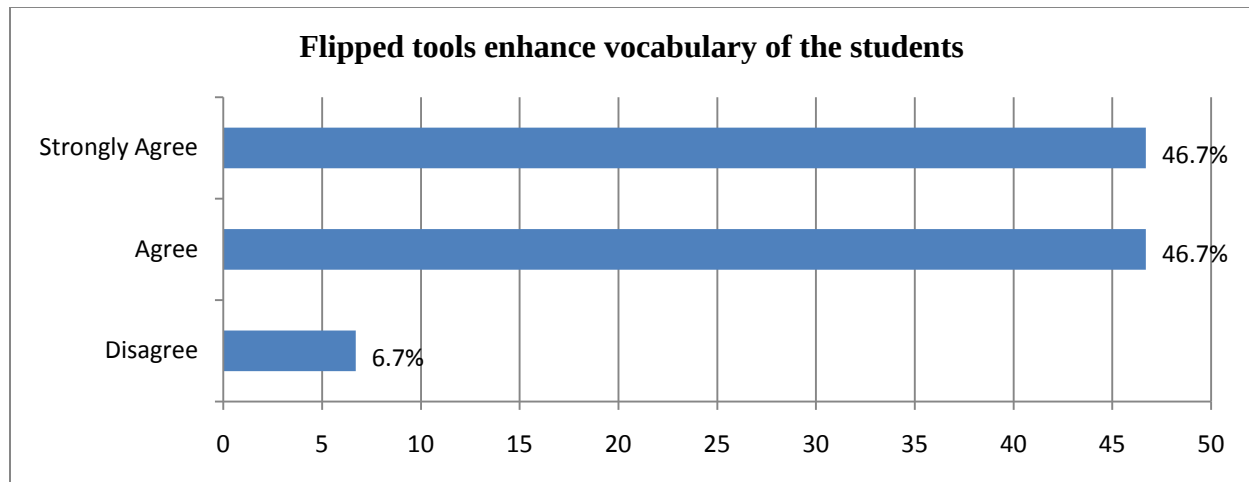


Figure 13: Flipped tools enhance vocabulary of the students

Figure 13 explains the results of the statement that flipped tools enhance the vocabulary of the students. The responses to this statement are overwhelmingly positive. 93.3% of teachers either agree or strongly agree with given assertion that flipped tools enhance reading speed of the students. They believe that online quizzes group discussion activities related to reading comprehension can improve learner's vocabulary.

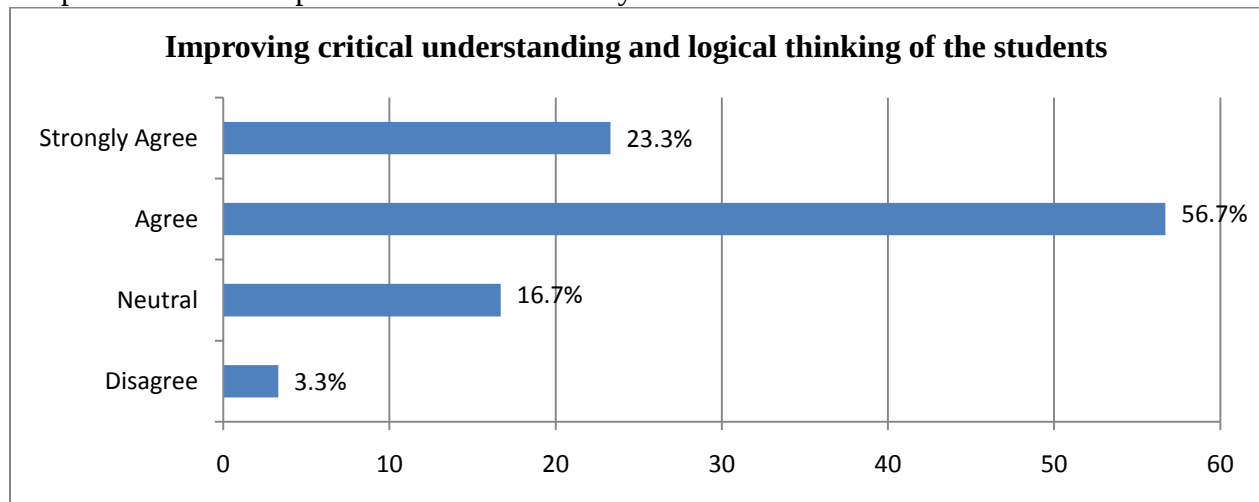


Figure 14: Improving critical understanding and logical thinking of the students

Figure 14 presents the teachers' views about the improvement of the critical understanding of the students by online reading activities. 80% of the teachers accept that online exercises enhance understanding and logical thinking of the students. Out of which, 56.7% of teachers agree, and 23.3% strongly agree with this idea.

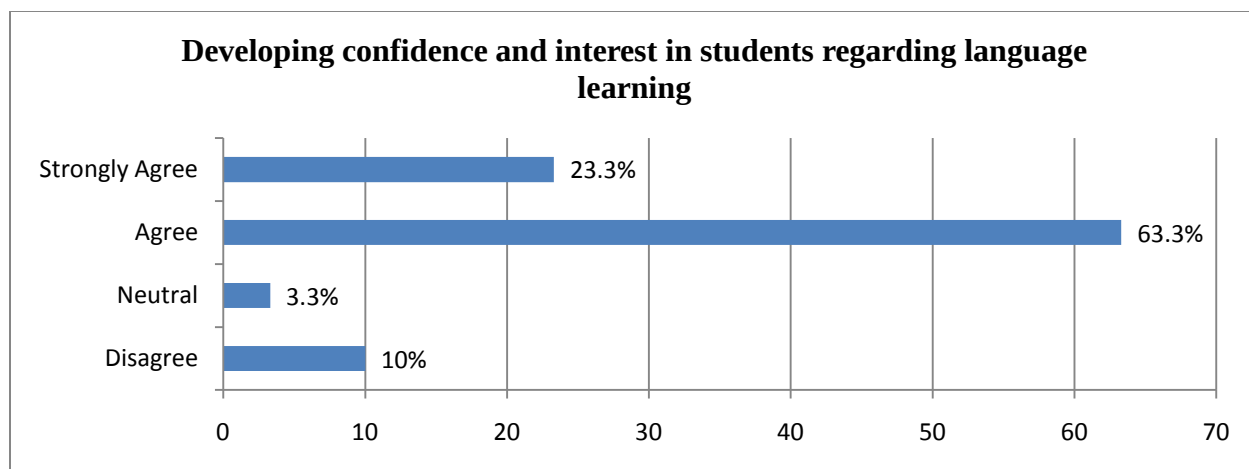


Figure 15: Developing confidence and interest in students regarding language learning

Figure 15 indicates the development of confidence and interest regarding language skills among the students by using flipped tools. Only 10% of the teachers deny that flipped tools develop confidence and interest in students. Instead of that, 86.6% of the respondents give positive responses towards the confidence of the students.

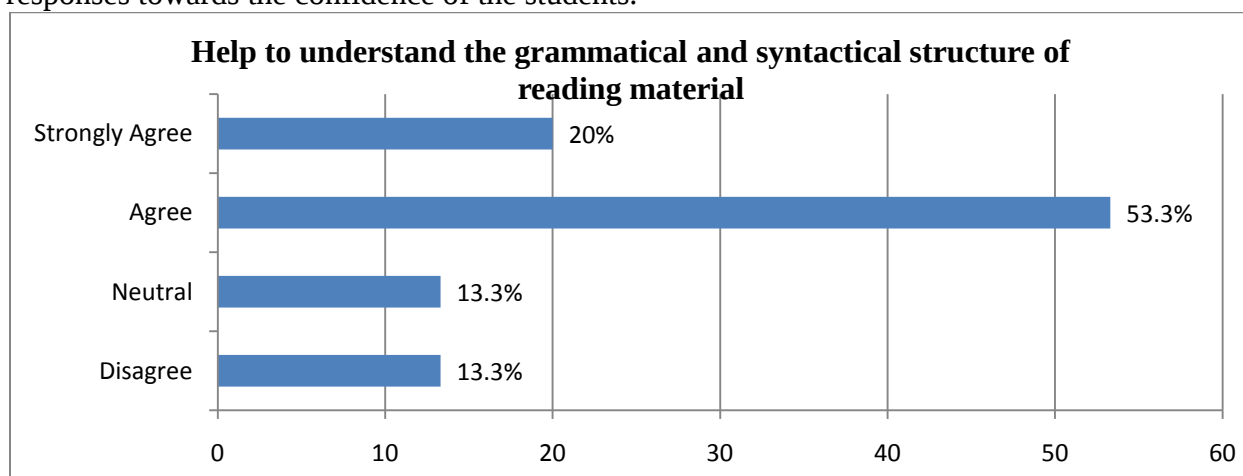


Figure 16: Help to understand the grammatical and syntactical structure of reading material

Figure 16 reveals the perception of teachers about statement that students can better understand the syntax structure of the text by using flip tools. 73.3% of teachers state that flipped tools give a better syntactical understanding of the text. Online reading comprehension and quizzes activities associated with grammar of written text allow teachers to enhance the grammatical understanding of the students.

5. Discussion

The results after analyzing the data, shows that respondent are in the favor of using flipped learning tools. Teachers gave positive views regarding the use of flipped learning tools in upgrading reading skills among pupils. The first research question for this study is concerned with which kinds of improvements are observed in reading skills of students by using flipped learning tools? This study describes that flipped learning tools aid to improve the reading skills

of the learners. Flipped learning tools help pupils to refine their reading speed and finding revived words and their meaning during reading. Flipped learning tools give a better and critical understanding of the reading material. Flipped tools enhance their reading skills through collaborative activities. Flipped tools give learner opportunities to self-evaluate reading skills and save time of the students.

Flipped tools give a better perception of grammar and syntax structure of reading text to the learner and reduce their faulty reading habits. Zainuddin and Halili (2016) described that during flipped learning, learner receive low level of cognition outside the classroom in the shape of video lectures and work on high level of cognition during classroom activities. That helps the learners to improve their understanding level. Davies et al. (2013) investigated efficiency of technology used in flipped learning to expand learners' achievements. The outcomes proved that application of technology makes learning more effective as compared to traditional learning.

Many researches described that through various learning activities, flipped learning enriches the inspiration of learners. As an autonomous learning, flipped learning boosts the self- confidence of the learners (Galway et al., 2014; Enfield, 2013). McLaughlin (2014) stated argued that flipped learning promotes pupils' motivation for future studies. In their study, Leach and Butler (2009) amalgamated learners' involvement in learning with their level of motivation.

Kynigos (2015) verified that flipped learning grounded on social constructivism as during flipped learning, teachers execute group activities which aid the learners to attain success in learning process. Bhagat, Cheng-Nan and Chun-Yen (2016) also investigated the impacts of flipped learning approach on learner's motivation and achievements. quasi-experimental method was used in which pre- and post- tests were developed. At the end, this research showed positive impacts of flipped learning approach on learners towards motivation and their progress. Another study was conducted by Engin (2014) in a federal University of UAE to study the impacts of flipped learning on learners' achievement in writing skills. The results of mentioned study reveal the positive impacts on pupils' achievements and learners gave preference to the videos of teacher explanation.

The next question of this study focuses on the opinions of teachers regarding the use of flipped learning to improve the reading skills of the learners. The results describes that teachers are more satisfied to use flipped learning and its tools during their teaching as compared to conventional process. Mihai (2016) and Little (2015) stated that in flipped learning, teachers are unbound to select the time duration for every students according to their need and levels like high achievers, mediocre and low achievers.

Teachers also show their views that flipped learning allows the learners to well comprehend the content of learning. Herreid and Schiller (2013) mentioned that through flipped learning learners can better comprehend the contents and learning material. They observed that the application of flipping learning positively influenced on learners' concentration, attainments and performances. The researchers witnessed advancement in the accomplishments of learners due to the implementation of flipped learning. Alarood, Alnaqbi and Hamad (2017), Rebert (2014), and Herreid and Schiller (2013) also supported this viewpoint that flipped learning refine pupil's performances as it offers them chances to interact with peer fellows and gives more time for completing their assignment during class timing.

6. Conclusion

Through the finding of the current study, it can be wrapped up that flipped learning is much more effective learning approach as compared to traditional with an aim of refining language skills of

the learners. It provides effective learning atmosphere that improves learners' performance and grades. This study also mentions that the use of flipped learning tools give chance to find new procedures to get the deep understanding of the context. Flipped learning tools develop the motivation among the learner through enhancing their confidence and interest in the reading skills. Flipped learning also develops the sense of cooperative learning among the learners. It encourages the learners to learn through interaction with their peer fellows. In flipped learning, students are more relaxed and comfortable. The in-class activities encourage them to enjoy the learning process and learn by doing. Flipped learning builds the friendly relationship between teacher and learners. Due to that, learners do not feel hesitation to interact with the teachers and can easily share their learning problems with their teachers. Flipped learning tools allow the teachers to evaluate students' achievement. Flipped learning tools allow the teachers develop the interest of the learners in reading by using different online activities. Teachers can improve the vocabulary and syntactical understanding of the written text by using online quizzes and reading activities.

The study also sheds light on teachers' perception of flipped learning. Teachers generally views flipped learning as a valuable approach that enhances students' language skills effectively. Teachers appreciate how flipped tools motivates students, boosts their confidence and spark their interest in reading skills. They also find flipped tools beneficial for assessing students' achievements accurately and enhancing students' interest in reading through various online activities.

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