Investigating the Perceptions of Pakistani ESL Students about Flipped Learning

Dr. Azhar Pervaiz[1], Fatima Rehman[2]

[1] Assistant Professor, Department of English, University of Sargodha
[2]MPhil Scholar, Department of English, University of Sargodha

Corresponding Author:

Assistant Professor, Azhar Pervaiz

azhar.pervaiz@uos.edu.pk

Abstract

Technology has now become a central part of the field of teaching. The flipped classroom is a modern instructional method in which students watch videos on their own and teachers spend the classroom time engaging their students in different activities, quizzes, presentations, feedback, questions, and discussions. Different universities in Pakistan have incorporated this learning method in their classrooms and specifically in language classrooms in 2020 during the post Covid-19 environment. The chief purpose behind this investigation is to examine the perceptions of students about flipped learning for ESL learners. This research is conducted in the milieu of framework given by Chen et al. (2014). This research is quantitative in which a cross-sectional survey research design is used. Through the questionnaire a sample of 200 students was taken for this research. The responses of the students were processed through the SPSS software. The results show that flipped learning (FL) is a new technique of teaching. Most of the students use this technique but are unfamiliar with its name. The students have positively perceived the technique of flipped learning and this research would be useful for teachers, researchers, and students. Lastly, this research would be valuable for operative teaching.

Keywords: Flipped learning, English language teaching, effectiveness, Satisfaction, technology

[1] Dr. Azhar Pervaiz, Assistant Professor, Department of English, University of Sargodha
[2] MPhil Scholar, Department of English, University of Sargodha

Introduction

The 20th century has given rise to the use of technology. In this century, different systems and soft wares have been developed. Similarly, different educational systems related to technology have been established. An important technology-centered learning approach that emerged in this age is flipped learning (Walsh, 2014). Arnold-Garza (2014) explains the different names of flipped learning used by different scholars. Some of the common names are hybrid learning, inverted learning, flip the learning, and blended learning (p. 8). Flipped learning is defined in different ways by different scholars. "Flipped classroom is the learner-centered method" (Ozdamli & Asiksoy, 2016; Albanese & Bush, 2015). The advantages and disadvantages of flipped learning are explained by Shi-Chun et al., (2014). According to them; due to the increase in mobile devices the educational resources have been increased. For the support of flipped learning syllabus, new tools have emerged. Flipped learning converses the fundamentals of classroom lectures and homework. In flipped learning, videos are watched at home. Sometimes teachers create these videos by themselves and sometimes take these videos from the internet and different resources. Likewise, in flipped learning students understand or read various articles at their houses. In flipped learning, videos play a significant part. Khan Academy-based educational service provider has endorsed the awareness of flipped learning. This technique has both advantages and lacks. Flipped learning technique helps both existing and inattentive students. It helps the inattentive students to attend the lecture while it helps the present students to overcome the deficiency of their lectures. In this type of learning project-based learning is involved. Students feel less stress in this learning as compared to traditional learning. It helps the teachers to solve flexible matters. Flipped learning helps the students of different learning styles. With the help of this technique, students listen to the same lecture repeatedly. In this way, it helps non-native speakers of the English language. It increases the collaboration among students. Furthermore, it develops the educational variety among students. It increases the common understanding and trust among students and teachers. Like many advantages of flipped learning, it consists of certain disadvantages. The success of this technique depends upon the self-confidence and interest of students. Different issues and challenges related to the internet are common in this technique. Different students are unaware of the use of computers and as a result, they face problems. Students who do not have their personal computers face many issues related to flipped learning. According to Danker (2015) flipped

classes involve the use of two main approaches. One approach is blended learning and the other approach is an inquiry-based approach. The main aim behind this research is to investigate the perceptions of students towards flipped learning.

1.1 Research Objectives

The objectives of this article are to:

1. Investigate the flipped learning perceptions of Pakistani ESL students.
2. Find out the perceptions of Pakistani ESL students regarding flipped learning based on gender.

1.2 Research Questions

This research deals with the following research questions:

a) How do Pakistani ESL students perceive flipped learning?
b) Whether or not the perceptions of male students about flipped learning are different from female students?

1.3 Significance of the study

Electronic teaching and learning have become the need for countries like Pakistan during the Covid-19. During the period of the pandemic, Higher Education Commission (HEC) recommended to the universities of the country to develop their Learning Management System (LMS) and to start online learning. Different universities, schools, and colleges started a blended mode of learning during the pandemic. This research aims to explore the ESL students' perceptions about flipped classrooms and learning. The research is of great importance in teaching. It will enable the teachers to understand the motivation of students in flipped learning. Besides, students' acceptance and assurance will play their part in further progress of any novel technology. Moreover, this research will help the teachers to overcome the challenges that students faced in flipped classrooms. Furthermore, this research will be beneficial in discovering the point; whether the incorporation of flipped learning through mobile devices is beneficial or not. It will increase the knowledge of students and teachers about this new mode of learning which is flipped learning. Overall, this research will have multidirectional benefits.

2 Literature Review

Chen et al., (2014) assert that there are seven different components of flipped learning. These components are "Flexible environment, Learner-centered approach, intentional content, professional educators, Learning and network activities, engaging and Effective experiences and satisfaction with learning platforms" (p. 18).

Acarol (2019) says that due to the emergence of technology, many new teaching methods have been developed. Flipped learning is one of these methods, which familiarizes the learners with their material outside the classroom. In this method, the teacher uses the technique of videotapes, online material, and different articles. Flipped learning is different from online learning in the sense that learners participate actively in this method. This method deals with the student-centered learning technique. Students actively participate with their peers and perform different works with the collaboration of their peers. Motivation plays an important role in the technique of flipped learning. He observes that the motivation of students in a flipped classroom is high and they are motivated towards the technique of flipped learning. He observes the positive attitude of students about flipped learning.

Fauzan and Ngabut (2018) investigate the perceptions of students about flipped learning in the class of writing skills. He observes that students positively perceived the flipped learning. Flipped learning has changed the way of learning from teacher-centered to student-centered. In flipped learning teacher uses classroom time for different activities. Flipped learning model has a relationship with Bloom's taxonomy. Most of the students say that they can easily and effectively use the materials for the exploration. He talks about the feedback

Khlaisang et al., (2019) say that the effectiveness of a flipped learning is seen not only inside the classroom but also outside the classroom. It allows the instructors to spend more time on their learning in classrooms. It allows the students to become active participants. It allows the students to perform more discussions on a certain topic. According to his results, most of the students responds positively which shows that the perceptions of the students are positive about the flipped learning approach. Flipped learning and perceived usefulness are correlated with each other. In flipped learning technique students are more concerned with the use of different applications. Perceptions of students and attitudes of students are correlated with each other. According to them flipped learning involves the use of innovative

technologies. Ease of use and perceived ease of use are also associated with the technique of flipped learning. Similarly, the advantages of smart applications influenced the use of attitudes of students about flipped learning. These types of studies inform the students about the new and innovative techniques used in education. Moreover, according to them, these studies inform the educators about the new techniques.

Baytiyeh and Naja (2017) say that flipped learning is considered an innovative technique that was used in social sciences. According to them, different challenges in traditional-based learning lead towards the innovative approach of learning or flipped learning. This method involves the shifting of a teacher-centered approach to a student-centered approach. He observes that students achieve the highest scores in flipped learning as compared to traditional approaches. The flipped approach of learning develops the ability of critical thinking among students and facilitates the different issues related to the technique of problem-solving. It increases the self-confidence of students and develops the sense and skills of teamwork among students. Instead of providing a narrow perspective on learning this type of learning provides a broader perspective. According to them most of the students learn in a better way when they participate in the class. Flipped learning requires the supervision of a teacher under which most of the students work. Feedback in flipped learning is considered as a backbone of this approach. Feedback provides efficiency to the system of education. Discussions are a basic part of flipped learning which increases the engagement of students in learning and broadens their thinking patterns. Furthermore, this type of learning boosts the self-management skills of students. It helps in the careers of students by developing professional skills among students. In the success of flipped learning, the role of professors is very necessary.

Aljaraideh (2019) says the nowadays the implementation of approaches like flipped learning has become the demand of time. It provides a new style of learning to trainers. It plays an important role in the motivation and active participation of students. It fulfills the demands of university-level students. Implementation of flipped learning displays positive results. According to him, the institution has no role in the changing perceptions of students about flipped technique. All students of different universities perceived the technique of flipped learning similarly. The flipped technique demands the hardworking at the start but it is considered a very beneficial technique of learning. According to him, very few studies have

been conducted on the flipped technique and there is a need to conduct more studies on the flipped learning. Moreover, it is also necessary to measure the influence of flipped learning on the achievement of students. He has observed that female students are not showing their interest in flipped learning and for the betterment of female students their encouragement and interest are very necessary.

Inan et al., (2019) say that flipped learning is considered a constructivist approach. It enhances the experience of both students and teachers. In flipped learning environment plays an important role and it helps the students to achieve better results. It helps the teachers to utilize the classroom hours in a better and effective way. It involves the role of teachers in a way that teachers provide direction to them in their learning. Among teachers and students role of peers is also very necessary in this type of learning. It enhances the knowledge of students and develops different skills among students. It helps the teachers in lesson planning and it demands active lesson planning from teachers and active participation in classrooms from students. Besides the different advantages of flipped learning, it has some challenges too.

The above review explains that in Pakistan not even a single research has been conducted to explore the perceptions of students towards flipped learning. In this way, this research is a novel one conducted on the prevailing subject.

3 Research Methodology

The research performed in this article is quantitative. A literature review has shown that different research papers have been written on the flipped learning but in the Pakistani context, this research is a new one. In Pakistan, flipped learning is a new concept and it has become popularized during the era of 2020. The current research is designed to analyze the Pakistani ESL students' perceptions about flipped learning. This research has used the survey cross-sectional research design. This research has conducted an online survey through the help of Google form and different online applications such as WhatsApp, Gmail, and Facebook. In the current research descriptive surveys are used.

The present research deals with the field of ESL in the area of the province of Punjab of Pakistan. In this way, this research will fill the gap of previous researches. The population of this study comprises students of different universities in Punjab (Pakistan). Participants

of this research have certain common characteristics. They belong to the field of ESL, in other words, they are studying the subject of English. In Pakistan English is treated as a second language that's why students who study English come under the umbrella domain of ESL. Another important characteristic of these participants is that they have the experience of learning the English language with the help of technology. These participants have experienced one or another part of the flipped learning. These participants belong to different cities of Punjab. Participants who took part in this research are of different age groups. Consent about taking a part in research was asked from the participants and participants who have shown their consent were included in the analysis of this study. Moreover, these participants belong to different economic and educational statuses.

This study sample consists of 200 ESL (English as a second language) students from different universities of Punjab Pakistan. The sampling technique plays an important role in any type of research. The sampling design used for the current research is a random-probability sampling design. Different types of categorical variables are examined in the current research. In the present research gender, marital status, status, place of residence is a nominal variable. While the level of education is a polychotomous variable. Besides the nominal variable, gender is also a dichotomous variable. Another important type of variable is the continuous variable or numerical variable. The dependent variable examined in the present research is the perceptions of students about flipped learning.

In this research, the main instrument used for data gathering is a questionnaire. By using a questionnaire, the researchers have calculated the students' perceptions about flipped learning. In the current questionnaire, flipped learning is a closed-ended Likert scale questionnaire. Demographic questions related to gender, educational status, marital status, residence, internet facility are close ended-dichotomous questions. Demographic questions related to level, material providing system, and questions related to "software used for classes" are also close-ended questions. The last question given at the end of the questionnaire is open-ended. That question is demanding the remarks of respondents on flipped learning technique.

The questionnaire used for this research consists of two major divisions, i.e.; demographic part, and flipped learning perceptions. The demographic part contains questions like name, university name, gender, age, and qualification, use of mobile hours for language learning.

Flipped learning questionnaire is made according to the framework given by Chen et al., (2014).

The measurement scale used for this research is the ordinal or ranking scale and the attitude scale used for this research is the Likert scale. This scale is used to measure attitudes and reactions. Respondents are asked to show agreement or disagreement on the five-point scale or three-point scale. Moreover, it consists of different options like strongly agreed, agreed, neutral, disagreed, and strongly disagreed. In the current research, the researchers have designed the questionnaire of flipped learning based on the Likert scale. The demographic part of the questionnaire was made according to different scales. Demographic questions related to gender, status, residence, internet facility, and marital status were made according to the nominal scale. Furthermore, the demographic question related to age was made according to the continuous and ratio scale.

In the current research, the researchers have not used the already available data; rather have collected the data by themselves. The data collected for this research is original. Moreover, information is collected by first-hand examination. Further, this research has followed the ethical consideration of the research in the sense that it asks for the consent of participants. Firstly, participants voluntarily took part in this research. Secondly, the data given by participants is used only for research.

The content validity of the present survey was determined by some experts in the English language. According to them, the questionnaire consists of different questions that are required for measuring the perceptions of flipped learning questionnaires. Moreover, a questionnaire of flipped learning perceptions was developed by reading the literature of (Aljaraideh, 2019**;** Newman et al., 2016; Afrilyasanti et al., 2016; Nouri, 2016 & Khanova et al., 2015). In the current research, the researchers have used Google Forms**.** It is an online software tool and it is used to make a questionnaire. The main benefit of this tool is that with the help of this software respondents can easily put their answers.

There are different ways of collecting data for the questionnaire or survey. In this research, the researchers have incorporated the technique of flipped learning for ESL learners and then collected the data of research from students of that group and from students of those universities of Pakistan that have incorporated the technique of flipped learning for their students. In the current research, the researchers have first made a questionnaire on

Microsoft word then converts it into Google docs, and then converted the final version of the questionnaire on Google forms. After the conversion of the questionnaire on Google form, the researchers have shared the link of the pre-filled Google form with different groups. Moreover, before filling out the questionnaire researchers have asked the different students that whether they have experienced the flipped learning technique or not. The questionnaire was given to only those students who have experienced the learning through the help of flipped technique.

In the current research, the researchers have used the SPSS software for the processing of data. In the current research different important statistical tests are used frequencies, descriptive, standard deviation, and means. In the current research data has been displayed in the form of tables. The researchers have made different tables related to the data of students and teachers.

Data Analysis

Table 1 Demographic characteristics of students

Characteristics	Categories	Students	
		f	**%**
Age	18-20	104	52
	20-25	74	37
	25-30	18	9
	30-35	4	2
	35-50	0	0
	50>	0	0
Gender	Male	83	41.5
	Female	117	58.5
Marital Status	Married	14	7.0
	Unmarried	186	93.0
Residence	Day Scholar	186	84.5
	Hostilities	14	15.5

Note: f stands for frequency

Table 1 explains the demographic information of students. It shows that there are a total of 200 students who took part in this research. Frequencies and percentages of different variables and categories are computed in Table 1. In this table, four major characteristics age, gender, marital status, and residence are analyzed. The table demonstrates that the frequency of the students who fall in the age bracket of 18-20 is 104. Moreover, 74 students fall in the age bracket of 20-25, 18 students fall in the age bracket of 25-30, and 4 students

come under the age of 30-35. The table demonstrates that 83 students were male and 117 students were female. Furthermore, 14 students were married and 186 students (93%) were unmarried. Additionally, 86 students were Day scholars, and 14 students were hostilities.

Table 2 Internet information related to students

	Categories	Students	%
Internet Facility	Yes	33	91.5
	No	17	8.5
Material Providing System	LMS	77	38.5
	Google Classrooms	47	23.5
	Microsoft Teams	11	5.5
	Moodle	12	6
	WhatsApp Groups	152	76
	Gmail	75	37.5
	Other	42	21
Software used for classes	Zoom	191	95.5
	Google Meet	17	8.5
	Microsoft Teams	9	4.5
	Facebook Lives	5	2.5
	Other	14	7

Table 2 describes the internet information related to students. This table consists of information related to the facility of internet, material providing system and software used for classes. Table 2 demonstrates that 91.5% of students have an internet facility and 8.5% of students have no internet facility. Furthermore, this table demonstrates the material-providing system. In this question, students were allowed to choose more than one option. It explains that 38.5% of students get material through LMS. 23.5% of students get material through Google classrooms. Moreover, 5.5% of students use Microsoft teams for getting material. 6% of students use Moodle for getting material. Most of the students get material through the help of WhatsApp groups. The table demonstrates that 76% of students use WhatsApp groups for getting the material. 37.5% of students get their material through the help of Gmail. Similarly, 21% of students get their material related to the English language through the help of some other material-providing software. Furthermore, this table demonstrates the different software that is used for classes. Universities ask students to join their classes with the help of this software. The table explains that most of the universities have used Zoom software. 95.5% of students join their classes through the help of zoom software. 8.5% of students use Google meets software for their classes. 4.5% of students

join their classes through Microsoft teams. 2.5% of students use Facebook live software for their classes. 7% of students use some other software with the help of this software for their classes. Overall, the table explores that students have internet facilities, WhatsApp is the most popular material getting application and Zoom is the most famous software for online classes. Similarly, students are not getting material through the help of one application but more than one application is providing material to them.

Table 3 Perceptions of students about Flipped Learning

Item	Agree		Neutral		Disagree		M	S.D
Part A: Flexible environment	n	%	n	%	n	%		
Flipped learning and time saving	149	74.5	33	16.5	18	9	2.66	.639
Lectures are easily playable.	158	79	28	14	14	7	2.72	.586
Flipped learning and attractiveness.	107	53.5	36	18	57	28.5	2.25	.873
Part B: Learner-centered approach								
Learner-centered activities help the learners.	139	69.5	38	19.0	23	11.5	2.58	.690
Flipped learning allows questioning.	129	64.5	33	16.5	38	19	2.46	.794
Flipped learning allows searching	147	73.5	34	17	19	9.5	2.64	.650
Part C: Intentional content								
Flipped learning provides more material	136	68	47	23.5	17	8.5	2.6	.643
Provided material increases skills	149	74.5	37	18.5	14	7	2.68	.601
Video lessons were designed properly.	141	70.5	34	17.0	25	12.5	2.58	.704
Part D: Professional educators								
Teachers provide feedback.	155	77.5	33	16.5	12	6	2.72	.570
Being a student, teachers provides guidance	149	74.5	37	18.5	14	7	2.68	.601
Part E: Learning and activities								
Activities increase critical thinking.	135	67.5	14	24.5	69	8	2.59	.635
Activities increase the interest of students.	125	62.5	40	20	35	17.5	2.45	.775
Activities allow me to interact	121	60.5	48	24	31	15.5	2.45	.749
Part F: Engaging and Effective experiences								
Using software improves learning.	136	68	45	22.5	19	9.5	2.59	.660
Projects improve my writing skills.	152	76	32	16	16	8	2.68	.616
Part G: Satisfaction:								
Flipped learning as satisfying method	134	67	44	22	22	11	2.56	.685
I enjoyed flipped learning method	126	63	45	22.5	29	14.5	2.49	.737
Flipped learning provides quick learning.	136	68	43	21.5	21	10.5	2.57	.676

Table 3 answers the first research question that deals with the students' perceptions about flipped learning. The table explains the perceptions related to the first three main parts related to flipped learning and each part consists of three items. This table demonstrates the opinion of students on different items. Part A deals with a flexible environment. Among the flexible environment, the first item is related to time-saving. The table explains that 149 students agreed with the statement. 33 students were neutral and 18 students disagreed with the statement. The mean of the students for whom, flipped learning is a time-saving technique is 2.66 and the standard deviation is .639. The second statement is related to the quality of provided lectures. The table shows that 158 students agreed with the statement, 28 were neutral and 14 disagreed. The mean of the statement "Lectures provided are easily playable on mobile devices" is 2.72 and the standard deviation is .586. The third statement is related to the attractiveness of flipped learning. 107 students agreed, 36 students remained neutral and 57 disagreed with the statement. Among this part statement "Lectures provided are easily playable on mobile devices" has the highest mean. Part B is related to the learner-centered approach. The first statement of this part is related to learner-centered activities. 139 students agreed, 38 neutral and 23 disagreed. The mean of the statement "Learner-centered activities in flipped learning help the ESL learners" is 2.58 and the standard deviation is .690. The next statement is related to flipped learning and questioning. The table shows that 129 students agreed with the statement that flipped learning allows students to ask more questions. 33 students were neutral and 38 disagreed. The mean of the statement that "Flipped learning allows students to ask more questions in the classroom" is 2.46 and the standard deviation is .794. The next statement is related to flipped learning and material searching. According to 147 students, flipped learning allows students to search for more material, 34 students remained neutral and 19 students show disagreement with the point that flipped learning allows students to search for more material. In part b statement related to flipped learning provides more material has the highest mean. Part C is related to intentional content. Among the intentional content, the first statement is related to flipped learning and a variety of material. The table shows that 136 students agreed with the statement that "flipped learning provides a variety of material related to one topic". 47 students shown their opinion in neutral and 17 students disagreed with the statement. The mean of the statement is 2.6 and the standard deviation is .643. The next statement is related to the relationship between material and increase in English language skills. 149 students

agreed with the statement that "provided material increase their skills related to the English language". 37 student show their opinion in neutral and 7 students disagreed with the statement that flipped learning increases English language skills. The mean of the statement is 2.6 and the standard deviation is .601. The next statement is related to the design of videos. According to 141 students, videos were designed properly. 34 students remained neutral and 25 students disagreed with the statement. The mean of the statement is 2.58 and the standard deviation is .704. In Part C, the statement that provided material increases English language skills has the highest mean.

Moreover, it explains the perceptions of students related to (part D, E, F, G) of the flipped learning perceptions questionnaire. Part D is related to professional educators. The first statement in this part is related to feedback on the assignment. The table demonstrates that 155 students agreed with the statement. 33 students remained neutral and 12 students disagreed with the statement. The mean of this statement is 2.72 and the standard deviation is .570. The next statement is related to the friendly manner of the teacher. 152 students agreed with the item that teachers behave in a friendly manner with them. 39 students remained neutral and 9 students disagreed with the statement. The mean of the statement is 2.71 and the standard deviation is .543. The next statement of this part is related to an opinion about the teacher's guidance. 149 students agreed with the point that teachers guide them, 37 students remained neutral and 14 students disagreed with the statement. The mean of the statement is 2.68 and the standard deviation is .601. Among this part (Part D) statement related to feedback has a higher mean. Part E consists of different statements on learning and network activities. The first statement is related to the relationship between activities and critical thinking skills. 135 students agreed with the statement that "flipped learning increases critical thinking skill", 14 students remained neutral and 69 students disagreed with the statement. The mean of the statement is 2.59 and the standard deviation is .639. The next statement is related to the relationship between activities and the interest of students. 125students agreed with the statement that activities increase their interest, 40 students remained neutral and 35 students disagreed with the statement. The mean of the statement is 2.45 and the standard deviation is .775. The next statement deals with the relationship between activities and interaction with peers. 121students agreed with the statement, 48 students remained neutral and 31 students disagreed with the statement. The mean of the statement is 2.45 and the standard deviation is .749. In part E, a statement that flipped

learning increases critical thinking skills has the highest mean. The next part, part E deals with engaging and affective experiences. Among this part, the first statement is related to the relationship between and software and learning skills. 136 students agreed with the statement that the use of software improves the skills related to the English language, 45 students remained neutral and 19 students disagreed with the statement. The mean of the statement is 2.59 and the standard deviation is .660. The next statement involves the relationship between the engagement of students in the flipped classroom and traditional classrooms. 124 students agreed with the statement, 37 students remained neutral and 39 students disagreed with the statement. This statement has a mean of 2.43 and the standard deviation is .798. The next statement deals with the relationship between projects and writing skills. 152 students agreed with the point that "projects improve writing skills", 32 students remained neutral and 16 students disagreed with the statement. The mean of the statement is 2.68 and the standard deviation is .616. In part E, the statement related to projects and writing skills shows the greatest mean. Part G deals with satisfaction with different learning platforms. In this part, the first statement asks a question that flipped learning is a "satisfying method". 134 students agreed with the statement, 44 students remained neutral and 22 students disagreed with the statement. This statement shows a mean of 2.56 and a standard deviation is .685. The next statement is related to the enjoyment of the method. 126 students agreed with the statement that they enjoy this method of learning, 45 students remained neutral and 29 students disagreed with the statement. The mean of this statement is 2.49 and the standard deviation is .737. The last statement of this question deals with the relationship between flipped learning and quick learning. 136 students agreed with the statement that "flipped learning provides quick learning", 43 students remained neutral and 21 students disagreed with the statement. The mean of this statement is 2.57 and the standard deviation is .676. In part G, the statement "flipped learning provides quick learning shows the highest mean of 2.57. The table demonstrates that among the flipped learning perceptions two statements Lectures provided are easily playable on mobile devices and being a student, teachers provide feedback on their assignments or projects has the highest mean (2.72) as compared to other statements. Similarly, three statements, Provided material increases English language skills, Being a student, teachers guide you, whenever you are unable to understand anything related to English, Projects improve the writing skills have second highest mean (2.68). Moreover, the statement that involves the relationship between

flipped learning and time has the third-highest mean (2.66). Furthermore, results demonstrate that in all statements ratio of agreed students is more as compared to disagreed students. This means that table displays those students of Pakistani Universities have positive perceptions towards the incorporation of flipped learning method.

Table 4 Comparison of students Perceptions based on Gender

Part	Gender	n	Group Mean	% of mean score
Flexible environment	Male	83	2.51	3.024
	Female	117	2.56	2.188
Learner-centered approach	Male	83	2.53	3.04
	Female	117	2.573	2.196
Intentional content	Male	83	2.576	3.10
	Female	117	2.643	2.25
Professional educators	Male	83	2.616	3.151
	Female	117	2.763	2.361
Learning and network activities	Male	83	2.416	2.9108
	Female	117	2.56	2.188
Engaging and Effective experiences	Male	83	2.516	3.031
	Female	117	2.596	2.2188
Satisfaction with learning platforms	Male	83	2.543	3.063
	Female	117	2.536	2.167

Note: n stands for sample

Table 4 performs a comparison of Flipped learning perceptions of students based on gender. In this table, group means and percentage of mean scores of male and female members have been computed. The table shows that the first part of perceptions of flipped learning deals with a flexible environment. The table shows that there are 83 male students and 117 female students who took part in this research. The group's mean of male students related to flexible environment is 2.51 and the percentage of the mean score is 3.024, while the mean score of female students related to the flexible environment part is 2.56 and the percentage of the mean score is 2.188. The table shows that for the flexible environment part the percentage of mean score of male students is more as compared to female students. Furthermore, the mean of male students related to the learner-centered approach is 2.53 and the group means is 3.04. Likewise, the mean of female students is 2.573, and the percentage of the mean score is 2.196. This shows that percentage of mean score of male members related to the learner-centered approach is more as compared to female students. Moreover, in the intentional content part, the group mean of male students is 2.576, and the percentage of group mean is 3.10. Similarly, the group means of female members is 2.643 and the percentage of group

mean is 2.25. The table shows that percentage of the group mean of male members related to intentional content is more as compared to female students. Additionally, the group means of male members related to professional educators is 2.616, and the percentage of group mean is 3.151. The group means of female students is 2.763 and the percentage of group mean is 2.361. The group means of male students related to learning and network activities are 2.416 and the percentage of group mean is 2.9108. Correspondingly, the group means of female students related to learning and network activities is 2.56, and the percentage of group mean is 2.188. Besides, the mean of male students about engaging and affective experience is 2.516, and the percentage of group mean is 3.031. In the same way, the mean of female students about engaging and affective experience is 2.5916, and the percentage of group mean is 2.2188. What is more, the group mean of male students about the satisfaction of learning platforms is 2.543, and the percentage of group mean is 3.063. In the same way, the group means of female students related to satisfaction of learning platform is 2.536 and percentage of group mean is 2.167. This table shows that the perceptions of male members about flipped learning approach are more positive as compared to female students.

4 Findings

The current research deals with the perceptions of students about flipped learning. Flipped learning is considered an emerging technique in Pakistan. Due to the emergence of equipment and technology this technique is thriving day by day. Results of the research explain that 200 students of different universities took part in this research. For measuring the perceptions of student's researchers have applied descriptive statistics. For measuring the perceptions based on gender researchers have used the independent sample t-test. The means of the independent sample t-test of the two groups have been compared. Results have shown that most of the students who took part in this research are within the age bracket of 18-20. 104 students have their ages between 18-20. In the research, all students have ages below 35. 117 students are female and 83 students are male, this shows that most of the respondents are female. 93 percent of respondents are unmarried. Day scholar's students are more than hostilities. Day scholars are 84.5 percent. Most students have internet facilities. Only 8.5 percent of students are deprived of internet facilities. Most of the students get their material through WhatsApp groups and LMS. The percentage of students who get their material through WhatsApp is 76%. Most of the students use zoom software for their classes.

Results have shown that 95.5% percent of student's classes are held through zoom software. In Part a of flipped learning questionnaire the statement "Lectures provided are easily playable on mobile devices" has the highest mean. In part B, the statement Flipped learning allows students to search for more material related to ESL has the highest mean. In part C, "provided material increases English language skills" has the highest mean. In part D, the statement that teachers provide feedback to assignments has the highest mean. In part E, the statements that activities increase critical thinking skills have the highest mean. In part F, the statement that software increases the learning skills has the highest mean. In part G, the statement that flipped learning provides quick skills has the highest mean. Overall students have positive perceptions related to flipped learning techniques. They have affirmatively evaluated the technique of flipped learning. Results have shown that the ratio of students who are agreed with the flipped technique is more as compared to students who are disagreed. Moreover, male students have shown a more positive attitude towards flipped learning as compared to female students. In an open-ended question, most of the students remark that flipped learning is a good technique.

5 Conclusion

In a few years, scholars and teachers have put stress on the reformation of traditional centered learning and focus on the development of learning methods related to students and students centered. Due to the increase in the use of technology, a paradigm shift in teaching has been brought up. Due to Covid-19, in Pakistan, the whole country experiences the lockdown. This lockdown has resulted in the closure of all institutions. This lockdown has disturbed the traditional mode of learning and has started the distance and online mode of learning. Flipped learning is considered a novel method of teaching. This method involves the move of the active format of learning to the passive mode of learning. In flipped learning, technology plays an important role. Bergmann & Sams are considered the founder of flipped learning. Many other scholars have also contributed to flipped learning techniques. The major findings of this research show that the perceptions of students related to flipped learning are positive. Students show their concern with the technique of flipped learning. According to the perceptions of students, flipped learning provides a flexible environment for them. Moreover, it provides, learner-centered approach, lectures provided to them are related to their content. Teachers interact with them like professional educators. Students are

involved in different sorts of learning and network activities. Flipped learning provides not only engaging experiences but also effective experiences. It provides a satisfying method of teaching and students enjoy this quick method of technique. Flipped learning is the latest method of technique. This study has filled the gap of research in such a way that there are different articles related to the general concept of flipped learning but in Pakistan, no research has been conducted to explore the perceptions of students related to flipped learning in the field of English language. These perceptions of students and teachers serve as a paying factor to the amalgamation and use of new teaching methods. This research has also some limitations. It deals only with respondents of Punjab. This research has not catered to the other areas of Pakistan except Punjab. Moreover, this research deals with general perceptions related to flipped learning.

Researchers can further add to this research by investigating the effectiveness of the flipped technique. Moreover, researchers can measure the effect of flipped learning on the achievement of students. Researchers can compare the perceptions of private and government sector students. Finally, the researchers can measure the perceptions by applying the different frameworks.

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