



An exploratory study of the lived experiences of Pakistani, undergraduate EFL students in the flipped classroom

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Abstract

Recently, Pakistani higher education has decided to transition from a traditional teacher-centered to a more student-centered, communicative classroom. One promising possibility that could help in the transition is the flipped classroom technique. Examining the lived experiences of Pakistani university English as foreign language (EFL) students who have taken part in a course taught using the flipped classroom technique will help in determining possible benefits of the flipped classroom in EFL higher education in Pakistan. This study will use a qualitative approach with a case study design to focus on the lived experiences of Pakistan EFL university students at Sindh University enrolled in a course taught using the flipped classroom model. This study will focus on the students' impressions, possible changes in study habits, perceived benefits and challenges, and if students experienced higher levels of authentic communication opportunities due to the flipped classroom. By examining the lived experiences of students who have taken part in a course taught using the flipped classroom technique, this study will contribute to the understanding of learning technologies used to support the implementation of a communicative, student-centered learning environment in the undergraduate EFL classroom.

Keywords: flipped classroom, inverted classroom, lived experience, english as a foreign language, higher education

Introduction

The University Jamshoro and Pakistan are committed to improving the English language levels of its population. According to the Office of the Teaching Strategy year, 20'10–20 (Office of the Teaching, 2010), a key strategic objective is to “safeguard high's excellence course is in place so that students are best equipped for the acquaintance economy” (p. and a key component of this strategic objective is to improve English curricula. This is reflected in its current political and economic agendas too to work as well on their technical students' areas, which, in turn, inform multiple educational policies and plans.

Metacognition is all around characterized as data and the capacity to extend the understudy's information (Flavell, 1979). Metacognitive information implies that current understudy information depends on their own psychological cycles. Nonetheless, metacognitive guideline shows the techniques to screen one's learning (Flavell, 1979). As indicated by Grosser and Littlefield (2012), metacognitive information and metacognitive guideline are known to be the most significant segments for understanding cognizance and critical thinking. Chi *et al.* (1989) found the advantages of metacognition for learning and announced that understudies who utilized metacognitive techniques that fused self-clarification and self-serious consideration kept on being better at taking care of issues contrasted with the individuals who did not. Also, Zimmerman and Schunk (2011) distinguish

metacognition as a significant component of self-managed discovering that is concentrated for the most part under test conditions with controlled factors and conditions. Flavell (1979) partitions metacognitive information into three factors: human information, undertaking, and technique. The advantages of metacognitive learning exercises were watched. For instance, Chi *et al.* (1989) found that understudies who took an interest in clarifications partook in more discretion exercises and would in general tackle issues. White and Frederiksen (1998) start that short-go understudies show upgrades in realizing when they partake in the metacognitive cycle of perusing. Metacognition keeps on being perceived as a genuine module in self-coordinated learning (Butler *et al.*, 2011). Notwithstanding, consistently recognizes how understudies apply metacognitive techniques in designing.

Research Background

Metacognitive methodologies can be executed by utilizing an existing system or different procedures to empower students to obtain their desired needs (Pressley *et al.*, 1998). James (2010) investigates metacognition and finds that displayed metacognitive techniques indicate noteworthy enhancements in crafted by instructors. Tune (1998) investigates metacognitive methodologies with regards to foreign EFL/ESL students. The consequences of the study uncovered the viability of utilizing the procedure as far as reading advancement. In this manner, it is imperative to help the study

of ideas and speculations of Engineering work which students need to direct their very own learning forms while taking an interest in their independent instruction (Traveler *et al.*, 2008). According to Case, the meta-science has been distinguished to help the direction of reasonable engineering considers (Case *et al.*, 2001). In like manner, metacognitive mindfulness alludes to a viable state of an individual, including a persuasive condition, a condition of conduct and a condition of capacity to assess certain exercises (Brown, 1987). The experience of, nonetheless, gains the information of the two procedures, which incorporate a compelling procedure and an intellectual procedure of an individual prompting the perception of the psychological procedure of man. Different studies give proof to the utilization of, for example, Fleming and Walls (1998). The Davidson and Sternberg think about (1998) demonstrated that the meta-science utilized in the field of general critical thinking in understanding reading and basic reading. Antonetti, Ignatia and Puke (2000) explore the meta-science in the field of brain science. Furthermore, Metacognition, as talked about by White (1995) and Oxford (1990), might be the principal instruments for an individual's simple accomplishment in educational programs training. Nonetheless, there is expanding proof that students move on from unhitched male's organizations, while proceeding to stick to genuine misguided judgments in key territories, for example, physical science, power, statics, materials and thermodynamics (Steins *et al.*, 2010; Travelers *et al.*, 2008).

Significance of the Research

This investigation makes a noteworthy contribution to knowledge about metacognitive awareness of reading strategy used by students that is directly relevant to the first-year students (Male/female) of Mehran University Jamshoro, which are sure needs of the Pakistani University students (case study of Mehran University of Science & Technology Jamshoro). The significance is established in the literature review that follows. Here it is useful to foreshadow four key issues relating to the significance of the study.

First, as outlined above, weak English language reading skills are preventing many Pakistani citizens technical students at the university from contributing fully to the modern multilingual society in which they live. Channa, M. A., & Norden, Z. S. (2014); Channa's, M. A., & Norden's, Z. S. (2015). confirms the importance of the acquisition of English in Pakistani universities as it is the language of the wider international communication and of business, engineering, technical discipline and technology. This is seen particularly clearly in their poor transition into higher education. Much Research explored that the English language skills of Urdu, Sindhi, Saraiki etc.-speaking learners has, to date, focused predominantly on identifying the various problems experienced by these learners (Doyle, L., Brandy, A., & Byrne, G. (2016) Field, A. (2013); Grosser, T., & Littlefield, S. (2012); Ghaffoor, N., & Afghani, A. (2013). Liao and Chen (2012). There is a dearth of studies that attempt to discover solutions to these general English problems and, in particular, address the reading problems identified for Pakistan nationals studying within primary, technical & post- secondary institutions in the Jamshoro and Pakistan.

Review of Literature

This study explores the metacognitive cognizance (knowledge) of understanding approach of reading to used made by primary, technical & post- secondary students English learning as a Second Linguistic (ESL) in Jamshoro City & In Pakistani universities context. Additionally, it seeks to identify the nature and extent of any differences that may exist between the metacognitive awareness of reading strategy use of males and that of females. Underpinning this research is an understanding that studying metacognitive awareness of reading strategy has clear relevance for those involved in the design and delivery of English and reading instruction in this particular context.

In this literature review, I will provide an overview of key literature relevant to this study that has led to the development of these questions as well as shaped the design of the study. This literature also helps to identify the significance of research in this specific field within a broader aspect of scholarship focused on improving understanding of reading strategy use of adult Technical and engineering discipline learners.

The review is divided into four major sections.

- Section 1 explores background literature relating to the most commonly used issues raised in research that explores the nature or extent of English language reading challenges facing first year students of engineering and technical discipline in the Pakistani university specially in Mehran university Jamshoro context and the explanations that have most commonly been put forward to account for these challenges.

This opening section is placed into a broader international context in.

- Section 2, which involves a discussion on reading comprehension theories broadly outlining insights into the development of reading comprehension from research conducted in first language (L1) and second language (L2) contexts. This literature provides further justification for conducting research into the specific issues relating to reading comprehension in the Mehran University of Engineering Jamshoro Pakistan.
- Section 3 focuses more closely on research relating to reading strategies and explores findings from reading strategy research that indicates areas requiring further study.

Finally, Section 4 explores literature that has previously investigated the impact of culture and gender on reading strategy use in relation to Service Level Agreement SLA generally. This literature includes discussion of the few studies that have sought to explore the impact of gender on language acquisition in Urdu, Sindhi, Saraiki etc.-speaking countries, in patriarchal countries and in the regional University context, demonstrating that gender is an under researched issue in the Pakistan (Galley, Rehfeldt, & Kemp, 2011; Kemp, 2013; Al Marzouki & Forster, 2011).

Together, this literature demonstrates the value of ongoing research into the reading strategy use of Urdu, Sindhi, Saraiki

etc speakers—research that will have clear and direct benefits for professional practice in this or any other fields.

Objectives of the Research

1. To create the relationships among metacognition & reading comprehensions appearance.
2. Discover the relationships amongst attitudes to reading and readings comprehension performance.
3. To Assess the doubt about gender variances in metacognition and attitudes to readings.
4. Determining the interface effect of metacognition & attitudes to readings on reading comprehensions appearance.

Research Questions

1. What are the relationships among metacognition and readings comprehensions performance?
2. How are attitudes to reading relate towards the reading comprehensions performance?
3. What are the variances in metacognition and attitudes to reading owing to gender?
4. What are the interface effects of metacognition & attitudes to readings on reading comprehensions performance?

Research Methodology

This research is aimed to define the features and state of a certain first year students’ groups at a precise period and examine the relations of unlike variables at MUET University Jamshoro, the graphic research project is castoff by (Mitchel’s & Jolley’s, 2013; Keys, 1997). To determining the metacognitive readings plans, use by the respondents, their reading attention and motivations, and their current level of reading comprehensions performances, the evocative survey technique is utilizing. On the further hand, to start relationships between the three mains in constants

(metacognitive strategies use, reading motivation and attention, and comprehensions performances), the expressive correlational technique is employed. In the primary phase of the research, the defendants are selected randomly and hereby asked to answer a group of two (2) surveys and an exam. In the second stage, the statistics are gathering to tabulate for correlate use of a statistical tool (t-test)

Data Analysis

Rendering to Creswell’s and Plano Clarks (2011), mix method data study entails of “analytical techniques useful to both the quantitative and qualitative data as fine as to the mixing of the “2” forms of data alongside and successively in a single project”. Once the data analysis is complete, interpretation involves examining the combined results and assessing how this info speeches are mixed methods questions within the research.

Teddies and Tashakkori (2009) refer to this as sketch interpretations and meta-inferences (p. 300), which in the case of mixed methods study are conclusions or interpretations obtained from separate quantitative and qualitative elements (inferences) and across the quantitative and qualitative elements (meta- inferences).

Graphical Method of quantitative & qualitative2 explanatory designs involve two major sequential phases of data collection is based on frequency¹ & percentage¹ description² & interpretation². The purposes to analyse data consecutively is to allow the first data set to inform the second set (Creswell & Plano Clark, 2011), and therefore, the qualitative and quantitate stages are supportive of each other and basically linked to the success of the research. This project is suitable for research where the scholar wants qualitative fallouts to explain substantially, the non- momentous or astonishing quantitative results (Tashakkori & Teddlie, 1998) and starts with the collections and scrutiny of quantitative data followed by a qualitative phase.

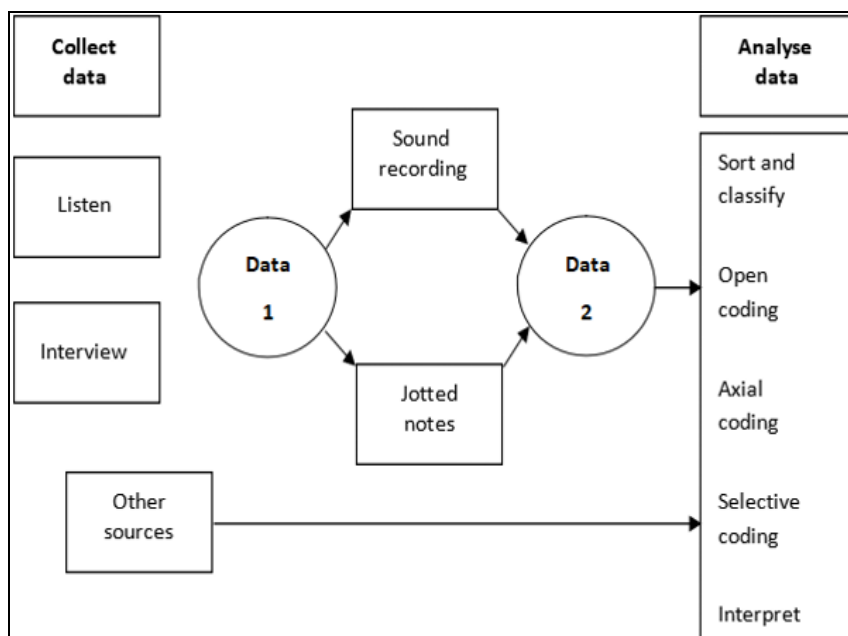


Fig 1: The Three Stages of Data Coding (Adapted from Ellen, 1984, p. 468)

Quantitative Phase

The initial quantitative phase used a validated collection tool, the Survey of Reading Strategies SORS questionnaire, to identify metacognitive awareness of reading strategy usage. The process involved analysing the quantitative data through descriptive and inferential statistics, first, to identify the metacognitive awareness of reading strategies utilized generally and then, to analyse the results further, factoring in gender. Quantitative measurements of gender is very vital to detect statistical important changes and will also be used to direct in-depth qualitative research to explore further possible reasons for the results.

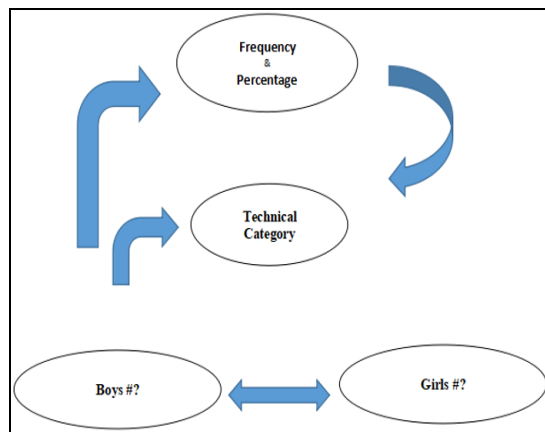


Fig 2: Graphical method of quantitate questionnaire

Exemplary Method

Table 1

Category	Frequency	Percentage
Boys	1462	48.27%
Girls	1567	51.73%
Total	3028	100%

Qualitative Phase

Following to the collections of the quantitative data, and secondly qualitative phase will be conducted. In-depth think aloud protocols will be used to see firsthand the process of reading and to gather information on how the participants think, what they do and how they feel as they go about the task of reading. Interviewers took notes of everything that the participants will say and share and will do (without attempting to interpret their words and actions); this will be combined with an audio recording for later playback. Additionally, the transcribed think aloud protocols will be further coded according to the (03) categories of reading strategies within Survey of reading strategies SORS (global, support and problem solving), and used for comparative purposes against the original categories used in the SORS tool designed by Mokhtari and Shery (2002). Reading strategies that were not yet incorporated into the SORS will be added, and the new combined and revised SORS further analysed using descriptive analysis comparing results from the initial analysis.

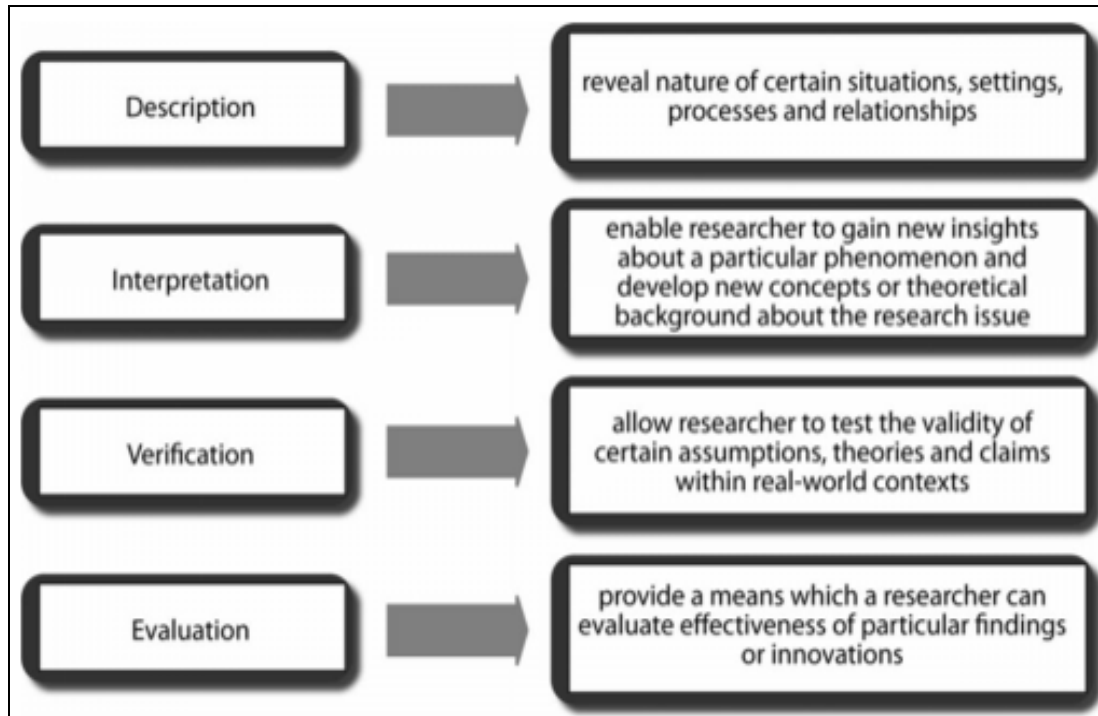


Fig 3: Purpose of quality research (Perkin, 1993)

The Theoretical Framework

This survey is guided by the topic of how 1st Year engineering students process the content as a method for reading

cognizance & relationships of different variables at MUET University Jamshoro, the evocative study design was used (Mitchel & Jolley, 2013; Key, 1997). Inside the plan with

reference to research methodology as well as to regulate the metacognitive reading strategies castoff by the defendants, their reading attention and motivation, and their current level of reading comprehensions performance put together procedures and procedures based with respect to learning (existing foundation of the reader or plans) (Carrell, 1988). The study of the objectives & research questions demonstrated the best content preparing is an intuitive to best down and base up handling routines (Rinehart, 1980) The plan's objective / research has a long history dependent on crafted by Plato and Kant (1781/1963).

The Conceptual Framework

Figure: 4 outlines the components of the examination and moreover the theoretical associations between the variables of the examination. The two educationist factors were meta-reading and readings. Metacognition is on two measurements, to be explicit metacognitive data and metacognitive methodology. Explicitly positive and negative edges of comprehension. The yield variable is the presentation of the reading discernment that is gotten from the reading test results. Inside variables are age and sexual introduction.

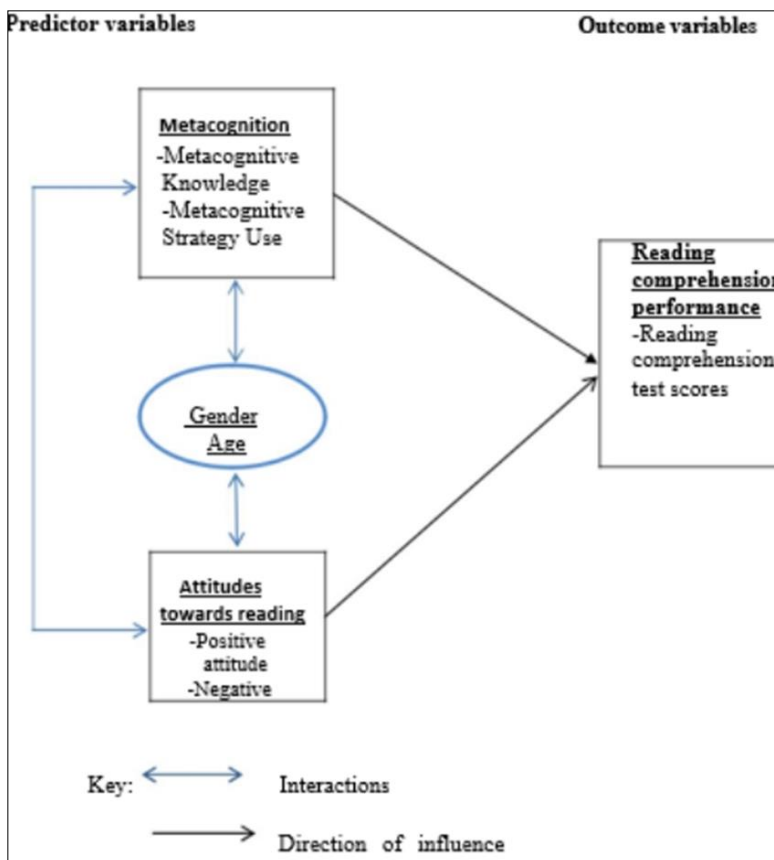


Fig 4: Predictor variables, outcome variables

Population

The target population of this study is all standard boys’ and girls’ students from 1st year of Mehran University Jamshoro region/division whose enrolled in all the major disciplines of engineering departments in 17-18. According to current statistics from the City Council of Jamshoro Education Department (2017-18), there were 3028 (1462 boys and 1,566 girls) where tried to approach for the questionnaire and for the visual countercheck additionally I am choosing standard technical students for the research nutshell objective to carry ahead followed by quantitative and qualitative method which surely applied on (160 boys & 160 girls Total# 320 technical group of students tested). The accessible population comprised of the standards 320 students from the one public MUET University for sampling to support research purposeful result ahead. Standard 320 students were testified on the account of reading comprehension test as (APPENDIX-1)

applied at this level to carry metacognition, attitudes towards reading and comprehension to verify and improve skills developed. This is because in the public university in the first year of engineering specifically at the primary & post-secondary level is a lot of reading to do by the teachers as they teach reading to the students. When the students read, it is usually in imitating the teacher as requested one of them to read for the others to test their reading proficiency will follow in a proper way. However, this changes as the students’ progress to initialize 6 among 320 the total where they are expected to do a lot of reading on their own in the various subject & areas

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