Twisting the Class: Are we ready for a Flipped ESL Classroom?

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The world of work and education is rapidly being digitised. This transformation calls for revisiting pedagogies in higher education and analysing the potential of alternate methodologies and models. Flipped learning offers an excellent alternative to traditional classrooms in this scenario. Instruction and homework are swapped and learning happens beyond the four walls of the classroom as flipped classroom is a student-centred pedagogical approach. It also gives space to language instructors to introduce more input in the limited time available during the semester.The present research set out to determine the ESL instructors' readiness for implementing flipped classroom instructional model at higher education level in Pakistan by studying current practices and future prospects through English language instructors' perspectives. For this purpose, open-ended, semi-structured interviews were conducted with ESL instructors from two universities of Pakistan viz., COMSATS University, Islamabad, Lahore Campus (CUI ) and Fatima Jinnah Women University, Rawalpindi. The study found out that despite liking the approach, the instructors are not ready for flipping classes due to various factors, including students' overdependence on face-to-face instruction and not taking responsibility for their learning, the teachers' not being comfortable with the idea not preparing lessons accordingly. The solution lies in effectively and consistently implementing flipped learning, and for that, specific recommendations have been offered. The valuable insights will help to inform language instruction, curriculum design, and polic

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