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**THE USE OF THE FLIPPED CLASSROOM APPROACH IN THE TEACHING OF
ENGLISH IN A PUBLIC SECONDARY SCHOOL IN NAIROBI COUNTY, KENYA:AN
ACTION RESEARCH STUDY**

BY

OVIN NYAKANGO NYARANGO

**A Research Project Submitted to the Institute for Educational Development, East Africa in
Partial Fulfillment of the Requirements for the Degree of Master in Education**

(Language and Literacy)

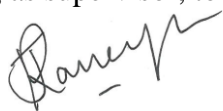
Dar es Salaam, Tanzania

December, 2021

Approval
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I hereby give my permission for the research project of the above-named student, for whom I have been acting as supervisor, to proceed to examination.

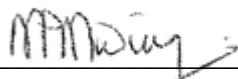


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Date: 23rd June, 2022

The members of the Research Project Evaluation Committee appointed to examine the research project of the above-named student find it satisfactory and recommended that it be accepted.



(First Examiner)

(Second Examiner)

Date: 24th June, 2022

Abstract

Flipped Classroom approach is a new pedagogic approach that leverages educational technology to replace passive learning, which is commonly associated with lecture method of teaching, with active learning, in which students are responsible for producing meaning and finding connections using the content supplied outside of the classroom. The purpose of this action research was to see how the flipped classroom may be used to teach and learn English at a Kenyan public secondary school. Data was collected through document analysis, semi structured interviews, focus group discussions, reflective conversations and lesson observations. Findings from the study indicate that using of the flipped classroom approach in teaching of English improves learners' attitude towards English, takes care of individual learning styles and engages all learners in the classroom, provides for collaborative learning and leads to better understanding of concepts. The study also identified lesson planning for the activities to be carried out in the classroom as the key component of a successful flipped classroom. Further, effective implementation of the teaching approach requires the teacher to monitor learning, have a student accountability mechanism that will guarantee their interaction with the material provided outside class and possess technological competence to design lessons appropriately. In addition, the study identified lack of technological infrastructure and time constraints as hindrances to the implementation of the flipped classroom. The study recommends that teachers align pedagogical practices with the ubiquitous digital technology and learner centered methods of teaching. Further, teachers should be facilitators who assist students in constructing their own learning as opposed to teachers as the focal point of learning. Teachers should also hone their technological skills so that they are comfortable using ICT in the teaching and learning process.

DEDICATION

I dedicate this dissertation to God the Almighty for the grace and favor this far.

My loving wife Margaret Binsari, for your steadfast love and support.

My adorable kids, Kayla Nyakango and Carson Nyakango, may this inspire you to conquer the world.

My beloved Mum, Jane Bochaberi. You mean the world to me. Your prayers make my world go round.

My dear sister, Wilphine Moraa, for your support and words of encouragement.

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The Librarians, the Library was my second home. Thank you for always receiving me well and being there to assist.

Special thanks to Samson Rotich, for the unwavering support and constant encouragement. Finally, I acknowledge my colleagues in the language and literacy department: Angela, Shazma, Lydia, Lilian, Violet, Eddah and Sanga. You were always there for me; and the rest of the course participants, I will always treasure you.

Declaration of Originality

I, **Ovin Nyakango Nyarango**, hereby declare that this research project is my own work. It represents my own effort and has not been taken in whole or in part, without reference to whom or from where the information was attained.

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LIST OF ABBREVIATIONS

KNEC	Kenya National Examination Council
KCSE	Kenya Certificate of Secondary School Education
STEM	Science Technology Engineering and Mathematics
BYOD	Bring Your Own Device
ICT	Information Communication Technology
NACOSTI	National Commission for Science Technology and Innovation
KICD	The Kenya Institute of Curriculum Development
ESL	English as a Second Language
AKU,IED	Aga Khan University, Institute of Educational Development
DVD	Digital Video Disc
CTL	Communicative Language Teaching
KCSE	Kenya Certificate of Secondary Education
FGD	focus group discussion

CHAPTER ONE

1.0 Introduction

This chapter provides the background to the study on an action research study carried out to explore the use of the flipped classroom approach in the teaching of English in a public secondary school in Kenya. It also presents the rationale for the study, the problem statement as well as the questions that guided the study. Finally, I provide a definition of key terms used in this report and provide an organization of this dissertation report.

1.1 Background of the Study

Technology is an essential component of our lives, both now and in the future. Consequently, pedagogical practices ought to be aligned with the ubiquitous digital technology and learner-centered methods of teaching. Urbani et al. (2017) suggest a shift in students' learning from memorizing facts and rote learning to developing 21st-century skills of critical thinking, collaboration, critical thinking, creativity and use of technology. Today, learners require much more doing and hands-on involvement in the learning process, such as gathering information and making portfolios that reflect what they've learned and show that they have understood the concepts in order to be ready to tackle the realities of the 21st century (Prensky, 2011). Further, Mpho (2018), postulates that learners are enthusiastic about learning activities that allow them to interact with their peers and engage actively in the learning process. Learners retain much more when they reflect and do the subject matter as opposed to passively receiving it through their senses (Bonwell & Eison, 1991; Eickholt, 2018).

Unfortunately, didactic teacher-centered pedagogy continues to flourish unabated the world over (Marmah, 2014; Roehl et al., 2013). The teacher is still the sage on the stage with the lecture method as the principal mode of content delivery (Metto & Makewa, 2014; Sikhakhane et al., 2020; Wabwoba et al., 2017; Willitter et al., 2013). The learners passively get information from the teacher and lack opportunities to engage with the subject matter and participate actively in the teaching and learning process. Prensky (2011) posits that teachers are struggling to raise test scores and there is an increase in the number of school dropouts because our teaching methods are not only

outdated but also out of sync with the learning preferences of today's learners. Towards this end, learners must be encouraged to become active participants rather than passive recipients of information in the teaching-learning process.

Learning should not be a spectator sport. Learners ought to be engaged actively in the learning process by being given chances to talk and write about what they are learning, chance to relate it with the experiences encountered in the past and apply it to daily living (Connell et al., 2016; Roehling, 2017). Studies have reported existence of a statistically significant positive correlation between active learning strategies like debate, role-play, simulations and cooperative learning, among others (Bonwell & Eison, 1991; Brame, 2016) and positive learning outcomes (Fayombo, 2012; Freeman et al., 2014; Neto et al., 2009; Thaman et al., 2013b). This is because active learning promotes longer retention of information. By using active learning strategies, the visual, auditory, kinesthetic, tactile, and read or write learning style learners will be reached. Models and demonstrations target the visual, discussions during peer interaction, debates, games and answering of questions will target the auditory, and finally the presence of models for manipulation, and role playing will target tactile and kinesthetic learners (Thaman et al., 2013b). Towards this end, teachers should, therefore, employ learner centered pedagogy like the Flipped Classroom approach, the inquiry-guided teaching approach and blended learning.

The flipped classroom approach, grounded in active learning theories (Wang & Qi, 2018), is one of the learner-centered pedagogical approaches used by educators to turn the dominant lecture method classroom into a more active one. The flipped classroom approach frees-up class time by eliminating the direct instruction so that teachers are free to undertake collaborative learning experiences, supervision of learners, providing individual remediation and fostering of meta-cognitive learners' ability by allowing them an opportunity to communicate among themselves among other active learning strategies (Sanghao et al., 2011) as cited by (Keengwe, 2015).

Although there has been more research on the flipped classroom method in Science, Technology, Engineering and Mathematics (STEM) subjects, Wang and Qi (2018) argue that the flipped classroom approach is well suited for teaching language

because learning of language is interactive and conversational and requires both in-class and out-of-class time to become proficient.

This alludes to the Communicative Language Teaching (CLT) that advocates for learning in the language and learning to use the language (Dos Santos, 2020). Students engage in a range of communicative activities including but not limited to role-plays, games, exercise where they are required to solve problems, as well as structured dialogues aimed. All are aimed at improving their language skills (Phoeun & Sengsri, 2021a). All these are possible because of the freed class time provided by the flipped classroom approach (Al-Harbi & Alshumaimeri, 2016; Basal, 2015; Phoeun & Sengsri, 2021b; Wang & Qi, 2018).

In Kenya, English is the language of instruction in schools. Consequently, English has a critical role in Kenya's education system making it a factor that determines how students perform in all the other subjects offered in the curriculum except Kiswahili (Athiemoalam & Kibui, 2012, p. 2). It is no wonder English is allotted the highest number of lessons in the teaching schedule. English has between 8 and 10 lessons a week while the rest have an average of 5 lessons in a week. However, the English standards in Kenya have been deteriorating over the years. According to Athiemoalam and Kibui (2012, p. 3), "there is an outcry by educationists, potential employers and ordinary citizens who contend that most secondary graduates lack the basic skills in reading and writing." A study by the Kenya National Examination Council to establish the baseline indication of Form 2¹ students achievement levels in English in Public Primary and Secondary schools across the country revealed that learners' acquisition of basic competencies in English is low. In the study, a majority of the students achieved below the expected mean of 40 percent (Karogo et al., 2020). To this end, it is imperative to find out how student competencies can be improved and hence this study sought to do this.

1.2 Rationale

This study stems from a personal quest for deeper understanding of the flipped classroom approach as a model of teaching English to facilitate active learning in the

¹ Form 2 refers to the second class or year of secondary school in Kenya.

classroom. I first came across the term Flipped classroom at the onset of the Covid-19 pandemic from an online teacher's workshop. Later, as a Master of Education Student at the Aga Khan University, I was introduced to the flipped classroom approach and experienced it firsthand in the Language and Literacy Class where we learned the course content using the flipped classroom approach. I found it an effective approach to ensuring an active classroom as it freed up our class time for more hands-on activities like group discussions and presentations. As a secondary school teacher of the English language, I thought this approach can also help me complete the English syllabus which is vast (Atetwe, 2015; Athimoolam & Kibui, 2012) as well as employ active learning experiences like peer teaching, group work, and dramatization. However, I needed to know whether it is a viable approach to use in the Kenyan context given the tight school timetables, heavy content, lack of ICT infrastructure and school routines in boarding.

The study was also necessitated by the central position occupied by the English Language in Kenya's school curriculum. English is one of the official languages in Kenya and is also the Language of instruction from grade four onwards (Republic of Kenya, 2019). One who has mastered the English language stands to reap many academic, social, and professional benefits both locally and internationally.

The bulk of studies on English language education in Kenya have revealed a below-average performance by the majority of students in both local and national tests over the years (Atetwe, 2015; Athimoolam & Kibui, 2012; Njuguna, 2012; Ombati et al., 2013). The blame is on teachers who have continued to rely on methods of teaching that favor at the expense of their learners (Atetwe, 2015). Discussion, exercises, dramatization, and other active teaching approaches have been abandoned in favor of ones that can expressly satisfy the goal of covering the syllabus (Atetwe, 2015; Athimoolam & Kibui, 2012). Gudu (2015) further explains that the failure by teachers to integrate different classroom activities in their lessons denies learners opportunities to use authentic language in its context. Authentic language in context has many benefits including improved writing proficiency (Chang & Lijuan, 2020) and improved speaking

skills (Phoeun & Sengsri, 2021b). This study therefore attempts to provide a solution to this challenge.

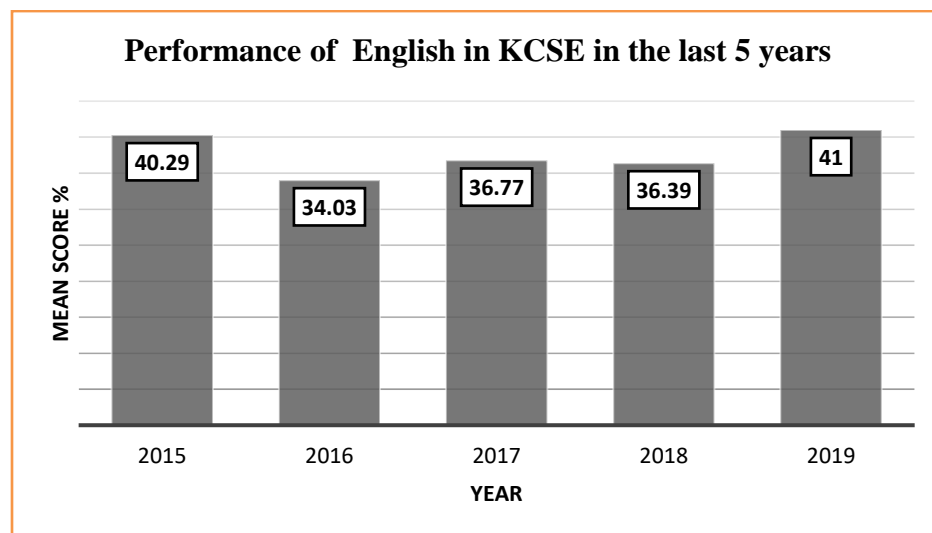


Figure 1: Performance of English in KCSE² over the past 5 years. Source: KNEC Report 2019

1.3 Problem Statement

Learner-centered teaching strategies have better learning outcomes, stimulate higher order thinking, problem solving and critical analysis (Connell et al., 2016; Joshi, 2017). Students who are engaged actively in the construction of their own learning have better learning outcomes than those taught using the conventional lecture instructional method. However, a baseline survey conducted across Kenya by the Kenya National Examination Council (KNEC³) reported that teachers predominantly use lecture method of teaching and low ICT integration (Karogo et al., 2020). This is worrying since the use of lecture method is often a one-way communication and does not allow the participation of the audience, leading to poor retention of content. Due to time constraints, instructors are less likely to incorporate authentic teaching learning materials like newspapers, games, group work and role-plays. According to Atetwe (2015); Gudu (2015); Julius and Osman (2015); Njuguna (2012), the English curriculum is loaded thereby encouraging

² KCSE is the national exam taken at the completion of secondary education in Kenya.

³ KNEC is the government entity in charge of national examinations in Kenya.

the use of traditional teaching approaches because they want to complete the syllabus in good time. Much class time is used ineffectively by instructors who explaining concepts, often via lecturing, as students sit quietly and passively listen. consequently, many students may lack enough opportunity to practice the language in the class due to time constraints. The flipped classroom approach can help solve these problems. The flipped classroom approach leverages the affordances of technology. Keengwe (2014), defines flipped learning as a reversal of traditional modes of classroom-based teaching and homework. Students access online videos and instructional Digital Video Discs (DVDs) outside of class mostly pre-recorded by the teacher and then in class, students focus on applying content from previously viewed videos. This is done through group work, discussions or other learner centered activities that encourage reasoning and thinking. The role of the teacher is to guide and facilitate understanding.

Flipped classroom is a relatively new model, especially in Kenya. Research on its effectiveness and use is still in its infancy and little is known about its applicability and effectiveness in public secondary schools. This participatory research study is aimed at establishing how the flipped classroom model can be used in an English classroom in a public secondary school in Kenya.

The study therefore, aimed at intervening in the pedagogy of English by leveraging the affordances of technology to enhance the teaching and learning of English in Kenyan Public Secondary Schools. The study took a practical strategy to intervene in the teaching and learning of English within the Kenyan English curriculum by using action research. Participatory action research provides an educator with the opportunity to better understand their educational practices and therefore improve them (Mertler, 2019, p. 20).

1.4 Research Questions

1.4.1 Main Research Question:

This study was guided by the following main question:

How can I use the flipped classroom approach to teach English in a Form Two class in a public secondary school in Nairobi, Kenya?

Further, the above question was explored in detail through the following subsidiary questions:

1.4.2 Subsidiary Questions:

1. What are the current methods of teaching English in the study context?
2. What factors facilitate the use of the flipped classroom in the teaching of English in a public secondary school?
3. What factors hinder the use of the flipped classroom approach in the teaching of English in a public secondary school?
4. What benefits do the study participants attribute to the use of the flipped classroom approach?

1.5 Significance of the Study

A review of literature on the use of the flipped classroom model of teaching in public secondary schools in Kenya shows that literature is scanty (Kithinji, 2020; Owino, 2018) in this area. To this end, study findings were projected to contribute to literature already in existence on the use of the flipped classroom approach specifically and the teaching of English more generally. Nyarigoti (2013), posits that with the widespread usage of English the world over, it is important to raise awareness and sensitivity of the English subject teachers with regard to the strategies they need to deploy in designing their activities and adjust their teaching so as to take into consideration the current status of English as a global language. This means adopting current pedagogical practices.

The study is projected to contribute to professional development to me as a teacher of English and to other teachers of English. Nyarigoti (2013), posits that with the widespread usage of English the world over, it is important to raise awareness and sensitivity of the English subject teachers with regard to the strategies that needs to be deployed in designing their activities and adjust their teaching so as to take into consideration the current status of English as a global language. This means adopting current pedagogical practices.

In addition, due to the added value of ICT in learning the Ministry of Education Science and Technology envisions that all teachers should use ICT to support and enrich the teaching learning process (Republic of Kenya, 2016b). Towards this end, this research will further leverage the affordances of technology in the teaching and learning of English and thus contribute to knowledge on the integration of ICT in teaching and learning for effective content delivery (Azmi, 2017; Rabah, 2015).

The study is also projected to contribute to professional development to me as a teacher of English and to other teachers of English. According to Darling-Hammond et al. (2017) teachers need to refine their pedagogies so that they are in line with the demands of the 21st century learner.

1.6 Definition of Key terms

The following are definitions of terms as used in this report:

Flipped classroom approach is a learner-centered method of teaching in which students are expected to arrive at class with a comprehension of the subject content to actively participate and engage for deep learning.

Active learning means student getting involved with the information presented. It entails deep thinking about information presented by analyzing, synthesizing and evaluating as opposed to just passively receiving and memorizing the information presented.

Constructivism refers to a pedagogical orientation philosophical epistemology based on the premise that learners must actively build knowledge and skills. It facilitates for instruction methods that allow for learner participation.

Traditional learning refers to teaching methods where learners are passive recipients of knowledge from the teacher during class time as the teacher is deemed to have all the knowledge.

Learner centered teaching Learner-centered teaching is a method of teaching that emphasizes the importance of students paying attention and actively participating in true, meaningful learning.

Class time refers to the time allotted in the timetable/ teaching schedule when the teacher is with the students in class.

Out of class time refers time outside what is allotted in the timetable or teaching schedule

1.7 Organization of the Dissertation Report

This dissertation report is organized into six chapters. Chapter one gives an introductory part of this research project. Chapter two gives a review of literature related to this research project, chapter three methodology, chapter four describes the action process, chapter five presents analysis of data and findings and finally, chapter six presents a summary of the findings, gives an outline of recommendations emanating from the study, and brings the study report to a conclusion.

CHAPTER TWO

2.0 Introduction

This chapter presents a review of literature on the use of flipped classroom approach in the teaching of English. The review starts by discussing the teaching of English in Kenya, definition a flipped classroom, relationship between the flipped classroom and Bloom's taxonomy and the benefits associated with the use of the flipped classroom approach. In addition, I discuss active learning, the hindrances of implementing the flipped classroom, a theory that underlies the study and finally a conceptual framework.

2.1 Teaching and learning of English in Kenya

In Kenya, English is one of the official languages (The Constitution of Kenya, 2010) and the language of instruction from grade four onwards. In addition, the Basic Education Curriculum Framework considers English as the key to the realization of the National Goals of Education, the link to the global community and the door to the worldwide information network (Republic of Kenya, 2019). Consequently, the Kenyan education system strives to inculcate, in the learner, proficiency in English through the teaching of English as a subject in the curriculum. Despite the importance attached to English, performance of the English Language as a subject in K.C.S.E examination has consistently been below average (Atetwe, 2015; Nyarigoti, 2013). The national mean percentage marks in KCSE English ranges between a low of 24.15 % and a high of 42.74 % average, with the national mean percentage marks ranging between a low of 24.15 % and a high of 42.74 % (Magoma, 2016). Further, Omare (2020, p. 823), reports that in 2016, the performance in English in the national exam dropped so much that many students were locked out of many career prospects.

Previous studies have attributed the low national academic performance in English to the teaching methods. Kemboi and Osman (2015) blames teachers of English for employing teaching methods that benefit them at the detriment of their students. This means using lecture method for timely syllabus coverage. They also note that since the Kenyan English syllabus is broad and covers a wide range of topics, different methods of teaching should be employed. In the same vein, Gudu (2015), posits that the 8-4-4 system

of Education is a loaded curriculum. It is too loaded to allow learners enough time to practice the language in context. To complete the syllabus in good time, teachers use traditional teaching methods such as lecture method of teaching. In this method, teacher is the focal point and minimal learner engagement practices are employed.

Further the Kenya National Examination Council conducted a study that sought to establish the levels of achievement in Mathematics, Biology, Physics, Chemistry, English and Kiswahili (Karogo et al., 2020). The participants were form 2 students drawn from 110 sub-counties targeted for the Kenya Secondary Education Quality Improvement Project (SEQUIP) interventions. The study reported that teacher centered methods like Lecture method were the predominant teaching methods employed. Further, the study reported found low ICT integration in the teaching and learning of English.

Nyang'au (2014) also reports lecture method, question and answer, and teacher demonstration as the predominant methods employed by teachers of English. In the study carried out in Nyamira County in Kenya with a sample size of 10 teachers of English and 180 students, Nyang'au reported that methods like role play, peer teaching, group work, and dramatization which have proved to improve English writing skills are rarely employed.

From the above discussions, it is evident that teaching of English in Kenya is largely teacher centered. This compels research into the implementation of a learner-centered approach in English instruction. Teacher-centered methods of teaching can be detrimental in the sense that they make learners over rely on the teacher and encourage rote learning making it difficult for learners to have an insight of the content that can enable them to apply the concepts to new situations.

In the ensuing section, I discuss literature on the definition of the flipped classroom.

Flipped Classroom

2.2 What is flipped classroom approach?

A flipped classroom approach occurs when direct instruction by the teacher and the homework part of a subject normally given after direct instruction are reversed (Bergmann & Sams, 2012; Danker, 2015; Hoffman, 2014; Stone, 2012). This means the

exercises that students normally do at home as homework, are done in class in the form of group discussions, role play, among other active learning activities. In turn, the instruction from the teacher normally given during class time is given as homework, in the form of a video or a reading material before class time. The video or reading material can either be prepared by the teacher or taken from an online repository (Bergmann & Sams, 2012; Suranakkharin, 2017). Flipped classroom does not do away with homework, but the homework is administered in class in the form of active learning activities (Elian & Hamaidi, 2018).

In the same line, Flipped Learning Network (2014, p. 1) posit that flipped classroom occurs when knowledge that was formerly presented directly to the whole classroom through lecture is now delivered outside of the classroom area, generally online in the form of a digital video. Class time is primarily focused on active learning strategies that encourage higher order thinking. As opposed to the conventional teacher-centered model where the teacher is the primary source of information, flipped classroom, shifts the learning culture deliberately from teacher-centered to learner-centered.

According to Talbert (2014) as cited in Tanner and Scott (2015), an effective Flipped Classroom includes: a properly structured pre-class assignment geared towards introducing learners to the new concept, an accountability mechanism to ensure that the learners finish the pre-assigned task outside of class, followed by properly designed active learning activities for the learners to actively engage in during class time, and further establish an open line of communication throughout so that the learners can freely interact with the teacher. This resonates with Muzumdar et al. (2019) who postulate that successful adoption of the flipped classroom approach relies on the creation of pre-class preparatory content and creation of a dynamic active class atmosphere.

In the ensuing section, I present an exposition on how to flip a class.

2.2.1 Elements of the Flipped classroom Approach

According to Isaias (2018) a flipped classroom approach can be set up in a number of different ways with the only constant being content delivery done before time for class

and class time used to elicit learners' participation in active learning activities. Consequently, Isaias proposes five core aspects of the flipped classroom: delivery of content before class, a pre-class assessment, a review of content in class, active learning and assessment conducted in the class.

For this study, I will divide the elements into two: outside and inside of class time. Outside of class comprise delivery of pre-class content and a Pre-class assessment which according to Roehling (2017) is an accountable mechanism to ensure learners which the pre-class cont. In class-time consist of a brief review of the content, active learning activities and assessment done in class.

2.2.1.1 Out of Class Session

The pre-class content can either be a reading material or a video. According to Isaias (2018), teachers should put three main aspects into consideration when designing the pre-class contents: student engagement, conciseness and access. For access, teachers should ensure that the pre-class content is conveniently accessible to learners. Zappe et al. (2009) proposes use of a learning as a secure platform for uploading the pre-class content. Kim et al. (2014), cautions that for decreased technological barriers, teachers should use familiar technology that is easily accessible to the students.

Conciseness refers to the length of the pre-class video. The video should be between 5 and 10 minutes long for high school students (Bergmann & Sams, 2012; Long et al., 2016; Roehling, 2017). For large content, Guo et al. (2014), recommends division of the content into 6 minutes long videos. This is to ensure that you do not lose the attention of your students. Engagement on the other hand entails looking for ways to capture the attention of the learners. The videos should go beyond a mere record of the teacher explaining the content. Isaias (2018), recommends teachers to employ demonstrations and interviews and even use of animations. The teacher has the option of creating their own content or sourcing from online repositories. Overall, the video should be of good quality and apt. The out of class activity should have an accountability mechanism as will be discussed under the challenges section.

2.2.1.2 In Class- activities

Class time should begin with a review of the pre-class content. This is because learners may feel overburdened with the pre-class content and may lack self-study confidence which can be a hinderance to their learning progress (Kurtz et al., 2014). The review serves to highlight the aspects of the content for learners to proficiently complete the in-class activities. This is followed by active learning activities. Other than providing clear instructions; a guiding structure; ensuring that learners are aware of the learning objectives; a coherent link between the active learning activities undertaken in class and the pre-class activity must be established (Kim et al., 2014). According to Roehling (2017), the active learning experiences take many forms including group discussions, peer teaching and worksheets among others. I have given a detailed description of active learning in the ensuing section.

From the literature reviewed above, the teacher adopts student-centered learning as the major mode of instruction in a flipped classroom. First, the subject matter that needs to be covered in class is transformed into teaching material or a video that is published online. In a similar way, the teacher strategizes for the active learning activities that will be implemented in class. The student interacts with the subject content through viewing/reading resources that are available outside of the classroom on the internet. Then, with the planned active learning activity, it is expected that the during class time the learners will be active thereby facilitating better understanding of the concepts. To sum up, flipped classroom entails delivering content before class time and using the resultant classroom time to engage in participatory active learning strategies.

2.2.2 The Nexus Between the Flipped Classroom Approach and Bloom's Revised Taxonomy

Bloom's revised taxonomy of cognitive domain processes provides the foundation for the flipped classroom. It comprises of six dimensions: remember, understand, apply, analyze, evaluate and creating (Krathwohl, 2002). In the execution of the flipped classroom, the two lower levels, that is recalling and understanding are done outside the class (Brame, 2013; Davis, 2016). More class time is left to focus on applying , analyzing, evaluating and creating which are higher order. The teacher's guidance and

supervision of learners are required in the execution of these domains. Figure 1 below is an illustration of the relationship between flipped classroom and Bloom's taxonomy.

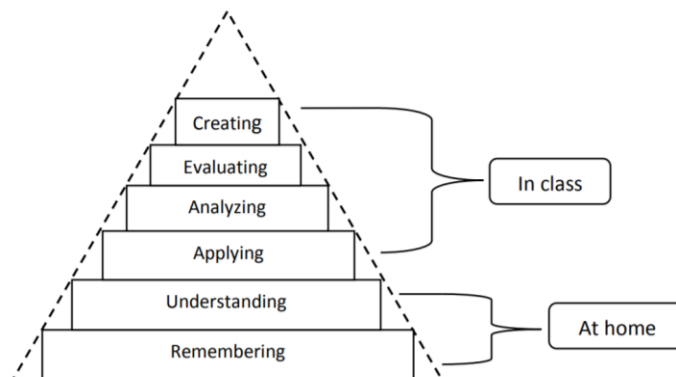


Figure 2 :Bloom's taxonomy and the flipped classroom (Zainuddin & Halili, 2016)

2.2.3 Flipped Classroom Approach in the Language Classroom

Flipped Learning Network (2014) have outlined four pillars that constitute the best of what flipped learning has to offer with regard to language teaching: a Flexible language learning environment, a language learning culture, an intentional linguistic content, and a Language teacher who carries out duty professionally.

i. Flexible language learning environment:

the language teacher is expected to establish physical classroom space that allow student interaction and reflections on the learning as needed, engage in continuous observation and monitoring of students and provide learners utilizing several methods for learning and demonstrating topic mastery

ii. Language learning culture: the language teacher gives an opportunity for learners to participate in the learning process without the teacher being at the center of the learning process. Further, class time is dedicated to exploration of the topic in greater detail and creating rich learning opportunities.

iii. Intentional linguistic content: When designing a flipped classroom, the language teachers must be deliberate. It is the responsibility of learners to carefully assess

which information will be transferred outside of the classroom and which activities students will participate in during the lesson time. These choices must be made in order to encourage higher-level thinking like analysis and application thereby enabling the students to achieve the objectives of the course.

- iv. Professional language educator: During the lesson time, the teacher continually observes students, provides instant feedback, and carries out an assessment of student's work. In addition, the teacher collaborates and reflects with other instructors, as well as taking responsibility for changing their practice

Flipped classroom approach does not necessarily have to be technological (Mehring & Leis, 2018; Moffett, 2015). This means technology is a resource that should be used to support and not be the driving force when making the decision to flip one's class. Teachers remain an essential ingredient for flipped learning to occur (Flipped Learning Network, 2014; Hsiu-Ting Hung, 2017; Long et al., 2016; Muir & Geiger, 2016)

From the above discussion, the focus of flipped classroom method of teaching should be on the creation of a learner-centered environment where the where the function of the teacher is that of a facilitator of the learning process and is not the focal point of the class.

I now review literature on the benefits attributed to the use of the flipped classroom approach.

2.3 Benefits of the Flipped Classroom Approach

One of the benefits attributed to the use of the flipped approach is it enables students to learn at their own pace and equips them with problem-solving skills. Lo and Hew (2019) in a meta-analysis that compared 29 traditional and flipped classroom interventions reported that in terms of student success, the flipped classroom was found to have a considerable advantage over conventional lecture style. Problem solving skills allows students to use their newly gained information in relevant, real-life tasks while also assisting them in thinking at higher levels. Students can access the pre-class material whenever they want and learn at their own speed. Further, with the video now in their

hands, the students have a chance of pausing and rewinding their teacher to make sure they have grasped the important concepts (Bergmann & Sams, 2012).

Flipped classroom approach contributes to student's high self-efficacy. Self-efficacy is a person's conviction in their capacity to complete undertakings or assignments that have the potential to change their lives (Bandura, 2006). Kenna (2014), conducted a study to find out the outcomes of the flipped classroom approach on self-efficacy of students. The participants in the study were 22 physics students who were split into two groups: traditional and those taught using flipped classroom. Higher self-efficacy scores were reported from students in the flipped classroom.

In many respects, a strong feeling of self-efficacy improves a learner's achievement and personal well-being. Learners who are self-assured of their abilities skills see tough activities as obstacles to overcome as opposed to dangers to avoid. Self-efficacy promotes intrinsic interest in activities and thorough engrossment in them. Learners establish tough objectives for themselves and stay committed to them (Schwarzer, 2014). According to Schwarzer (2014), there is a link between self-efficacy, learner autonomy, and motivation, as well as the influence of these factors on second language learning. To this end, it would be prudent to use flipped classroom approach since it promotes self-efficacy.

Flipped classroom approach leads to improved academic achievement. Elian and Hamaidi (2018) did research to investigate the effect of the flipped classroom approach on academic achievement in the science subject. They employed quasi-experimental design constituted 4th grade science subject students in Amman area, Jordan. According to the report, flipped classroom depicted statistically significance test scores, indicating positive results. In the same vein, Yılmaz (2017) conducted a study that employed mixed research design to find out the impact of a flipped classroom method that employed use of Khan Academy on achievement of students' academically, including their attitudes toward the approach. In the study that involved 28 students from the department of Mathematics, Yılmaz reported an increase in the achievement of students.

Flipped classroom approach is also attributed to less boredom and enjoyment in the classroom (Chen et al., 2017). Chen carried out a systematic review of 46 articles on the use of the flipped classroom approach in medical education. The results showed that flipped classroom approach increased students' motivation and engagement. The students reported less boredom and more enjoyment in the learning process. Enjoyment is associated with higher work value. The activities attract the attention of the students thereby engaging in class leading to positive learning outcomes.

In Language teaching, the flipped classroom approach has shown improved learning outcomes. Al-Harbi and Alshumaimeri (2016), did a quasi-experimental research design study at a secondary school in Saudi Arabia to assess how the flipped classroom method of teaching affected the teaching of English grammar. In the study, they used the flipped classroom by identifying videos that were prepared from the class coursebook and uploaded on Edmodo⁴ site to give room for active learning strategies in the classroom.

The experimental students had a higher average score than the control pupils. In addition, Hsui-Ting Hung (2017), reported that flipped classroom approach helped develop students' speaking skills and a positive learning attitude towards English Language subject. The researchers used a quasi-experimental methodology to see if the flipped classroom approach improves students' attitudes about studying English as a second language. They also reported that flipped classroom can lead to improved student performance since it meets the needs of current students who prefer active teaching strategies like just-in-time teaching, group discussions, and playing videos with supplementary explanations.

The flipped classroom approach narrows the achievement gap between disadvantaged and advantaged students. Abaeian and Samadi (2016), investigated the

⁴ Edmodo is a learning management system (LMS) that allows teachers to share content, administer assessments, and keep track of student communications.

impact of the flipped classroom on the performance of Iranian English as a Foreign Language (EFL) students in reading comprehension. 100 female students from two private language institutes in Shiraz City participated in the research. According to the findings, the experimental group performed better than the control group. Further, the results showed that the intermediate level English learners benefited more from the flipped teaching strategy than the upper intermediate learners. This agrees with Bergmann and Sams (2012, p. 23) who postulates that flipped classroom approach is beneficial to the slow learners the most. This is attributed to the fact that teachers will now spend most of their time walking around the class and helping the learners who are having trouble grasping the concepts. This does not mean that the top students are ignored by they are not given the most attention like they would in the traditional lecture method. Because the teacher walks around the class helping students, struggling students benefit the most. This is not to say that the top students are ignored but they are not given the most attention like they would in the conventional lecture method.

The Flipped classroom approach is an active learning method that engages learners. According to Singh (2020) the traditional chalk and talk teaching method is passive and transmissive with minimal opportunity for student interaction, resulting in poor learner engagement. In a study on whether flipped classroom helped improve levels of engagement, Elmaadaway (2018) established the experimental group participants were more actively engaged than the students in the control group. Participants showed higher levels of behavioral and emotional involvement. This agrees with Owino (2018) from school of Business at the University of Nairobi who concluded that the flipped classroom approach transforms students from passive to active learners. Control over learning shifts from teachers to students. The teacher's role changes from transmitting knowledge to that of a facilitator who initiates discussions, gives guidance, and helps learners in knowledge discovery. He however notes that despite being an effective pedagogy, it does not completely replace other teaching methods, it instead complements them to improve learning experience.

In the subsequent section, I present a review of literature on active learning strategies in the flipped classroom. According to Roehling (2017, p. 46), active learning

strategies are considered the cornerstone of flipped classroom. This means some active learning strategy must be incorporated into the freed-up class time.

2.4 Active Learning

2.4.1 What is Active Learning?

In her seminal work, King defines active learning as a means of being engaged with the content presented. Instead of passively taking and retaining information presented, think about it by analyzing, synthesizing, and evaluating it (King, 1993). Active learning results in the creation of something new, such as the construction of a cause-and-effect relationship between concepts, inference making, or elaboration, all of which contribute to a deeper knowledge (ibid). Students, on the other hand, cannot engage in active learning on their own; they need to be prodded into it. King lists several active learning activities to be used by teachers. Think pair sharing, constructing scenarios, concept mapping, flow charting, forecasting, developing rebuttals, table construct, analogical thinking, and pair summarizing are a few examples. Active learning, according to Thaman et al. (2013a), is a learning environment in which students are free to discuss, read, listen, write, and think while engaging in case studies, groups, simulations, role plays, and other activities. Further Eickholt (2018), considers active learning as a pedagogical practice that puts students in control of the learning process.

Active learning takes care of individual learning styles of all learners (Thaman et al., 2013a). The main learning styles are visual style, auditory, reading and writing, and kinesthetic style (Fleming & Baume, 2006). When it comes to learning, most students prefer a combination of learning styles. Most students have preference for a combination of the learning styles (Baykan & Naçar, 2007). The availability of models and examples in active learning approaches appeals to visual learners. Discussions during peer instruction, debates, and games are used to target auditory learners. Manipulation of models and role play meets the needs of Kinesthetic and tactile learners. Activities such as peer teaching conversations, debates, and games, among others, are geared for learners with an aural inclination.

The more active learning is used, the greater the learning gains coupled with an increased positive attitude towards the discipline under study (Connell et al., 2016). This

is an agreement with Freeman et al. (2014). Freeman et al. (2014) carried out a meta-analysis of 225 articles that provided information on test scores or rates of failing. According to the findings, average test scores improved by around 6% in the classes where active learning was employed, while students where traditional lecturing was employed were more likely to fail than students taking programs that employed active learning. This challenges the predominant use of lecture method of teaching. Flipped classroom is premised on the need to ensure active learning in the classroom.

In the following section, I highlight some challenges associated with the use of the FL approach:

2.5 Hindrances Attributed to the Use of the Flipped Classroom Approach

One challenge associated with the flipped classroom approach is student resistance. Students have been reported as resisting working at home and hence, coming to class unprepared (Herreid & Schiller, 2013). Student preparation prior to class time is key for the success of this approach. This is because if students come to class unprepared, they will stare blankly and will not participate in class. To circumvent this problem, Roehling (2017) suggests that teachers should include some kind of incentives for students undertake the pre-class homework. The most common incentive for holding students accountable for watching the pre-class assignment is through a quiz and questions based on the reading that require lower level thinking. They are usually incorporated into the reading or vodcast and given before or at the start of class. Students remarked that when they answered questions based on readings they were encouraged to read the material more, thereby improving their knowledge and allowing them to engage actively in the class discussion that followed (Brown et al., 2016).

The Flipped classroom approach is time intensive. In a meta-analysis of results in health studies giving a comparison between flipped classroom and lecture method of instruction, Gillette et al. (2018), noted that the amount of time for planning and implementing is a great impediment. For every hour of lecture, one requires at least four hours for editing and uploading an equivalent digital content (Roehling, 2017, p. 8). Although this can be ameliorated by the fact that the material can be re-used, Roehling suggests that you start by flipping individual classes as opposed to flipping the entire

course. To this end, teachers should begin flipping lecture material that is confusing, fundamental or one that students find boring.

2.6 Theoretical Framework

The study is based on Lev Vygotsky's Social Constructivism theory. Teaching, according to this theory, is a social activity in which peers interactions, teacher-student interactions and interaction with instructional materials impact on learners' emotional and cognitive development Bhatia and Solanki (2011). Petraglia (1998) opine, learning, is not only an active but also a social process in which students draw on their prior experiences and knowledge to grasp the new content. The relevance of social context in the teaching and learning process is emphasized in social constructivism. The degree of learning that occurs is affected by interactions with the knowledgeable other.

Social engagement with more knowledgeable other is required in the classroom for learners to absorb, assimilate, and grasp concepts, and eventually become capable of applying them effectively (Pritchard & Woollard, 2013). This emphasizes the key role played by social interactions and participation in the class in development of cognition.

A crucial pillar of Social Constructivist learning theory is Vygotsky's idea of Zone of Proximal Development (ZPD). ZPD is described by Vygotsky (1978, p. 86) as the difference between what students can accomplish unaided and what students cannot accomplish without the help of a knowledgeable other. According to McLeod (2018, p. 6), peer interactions are effective ways of skills development. Within the ZPD, he proposes that instructors use cooperative learning, in which less capable students can progress by getting assistance from more competent classmates. This means that constructivist teaching methods should make conscious attempts to move away from traditional, teacher-centered methodology and toward more learner-centered methods.

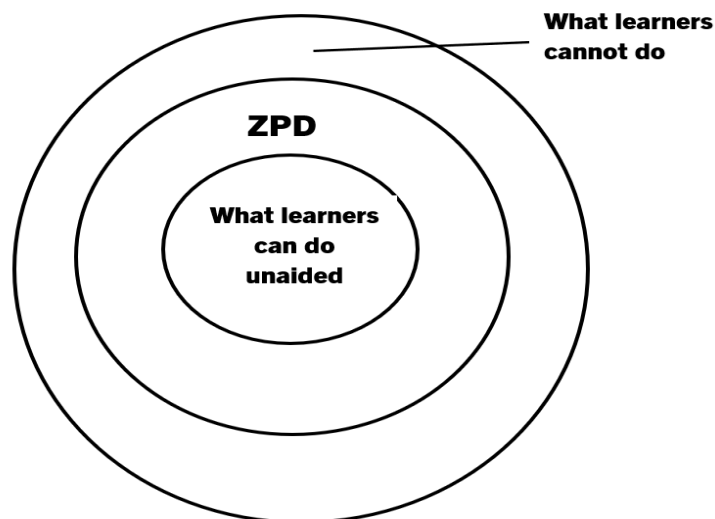


Figure 3: Pictorial representation of the zone of Proximal Development

The language instructor in a constructivist classroom searches for students' understanding of issues and gives them opportunities to improve it by generating contradictions, presenting new knowledge, asking questions, and engaging them in inquiry. (Brooks & Brooks, 1999). This leads to creation of knowledge as opposed to transmission of knowledge. It is on this premise that the flipped classroom approach is based.

Instead of passively receiving information from the teacher, learners are encouraged to actively develop their own knowledge (Weimer, 2002). When student work together in the class after interacting with content on their own before the class, which can be done through a flipped learning classroom approach they can reflect on and elaborate on their ideas as well those of their peers. This moves learners up in the Bloom's taxonomy of learning to where they can apply knowledge to new situations, analyze and even create new knowledge.

From the discussions, active learning strategies, which are the hallmark of the flipped classroom primarily centered on the tenets of constructivism. Because the goal of this study was to figure out how to employ the flipped classroom technique in the teaching of English, this theory was used.

2.7 Conceptual Framework

I conclude this chapter by presenting the conceptual framework that informed my study. In this study, flipped classroom relies on the interrelationship between the use of educational technology to facilitate out of class activities and therefore use of active learning strategies like role play and dramatization among others to enrich the learning experience. The teacher plays a central role in ensuring the learning objectives are met.

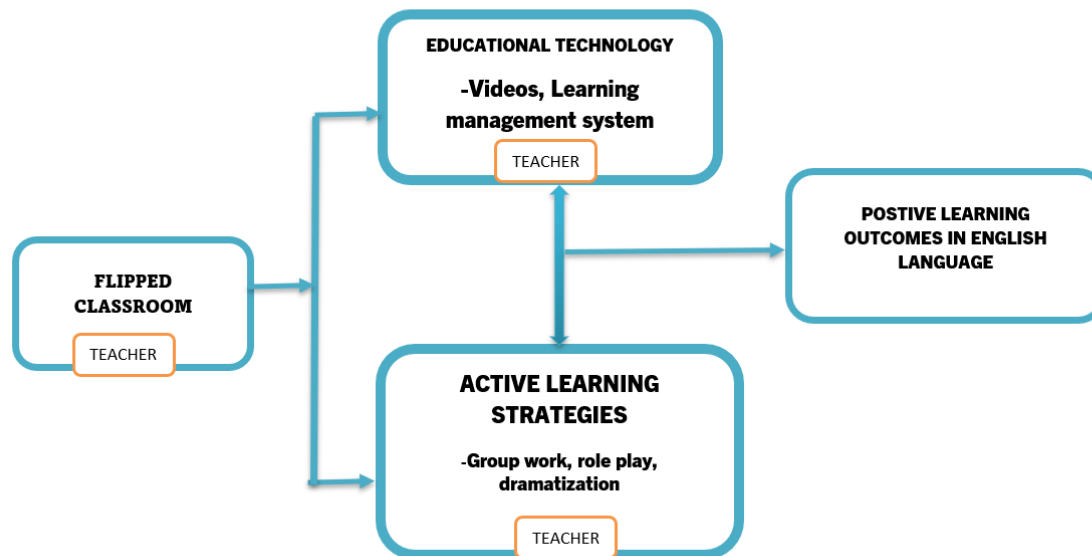


Figure 4: Conceptual Framework

2.8 Summary and implications of the literature

In this chapter, I have discussed the practices employed in the teaching of English in Kenya, a definition of flipped classroom and the nexus between flipped classroom and Bloom's taxonomy. Further, I have discussed the benefits of flipped classroom, active learning, and the challenges of using flipped classroom as well as a theoretical underpinning and a conceptual framework of flipped classroom. Although there are numerous studies devoted to the flipped classroom approach, the implementation of this

approach in teaching and learning English needs further investigations as most studies have been in Science, Technology, Engineering and Mathematics. The flipped teaching approach has continued to gain momentum, but the question on how to implement the flipped classroom method of teaching in the English language classroom in Kenyan public secondary school remains.

In the next chapter, I present the methodology that underpinned the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter, I present the methodology that I employed in studying how the flipped classroom approach can be used in teaching English in a Kenyan public Secondary school. I begin with the discussion on the rationale for selecting the research approach and design that was used in the study. I then briefly describe the action research process, the research site, the sample, and sampling strategy while giving the rationale for each. Moreover, I describe the data collection methods and tools used while giving the justifications for each. In addition, I discuss the data analysis process and the measures that I took to ensure rigor and trustworthiness of my study. Finally, I end the chapter by giving an outline of the ethical considerations I took during the study.

3.1 Research Approach and Design

3.1.2 Qualitative Research Approach

In this study, I sought to learn how to use the flipped classroom approach in the teaching of English in a form two class in a public secondary school. I examined the process of employing it, and its effects on the learners' as well as teachers. To achieve this, the study adopted a qualitative approach. This is because qualitative research provides an in-depth, intricate and detailed understanding of phenomena (Ary et al., 2018). Cohen et al. (2018), adds that qualitative research gives voices to participants and the researcher can probe issues lying beneath the surface of presenting behaviors and actions.

To come up with accurate findings in relation to the study purpose, the study was conducted in its natural setting, that is, the form two classroom where I observed classroom practices, events and the learning environment. Consequently, I was able to engage in close observation and see behavior in context.

3.1.3 Action Research Design

I employed an action research design because I set out to find out how I could use the flipped classroom approach to facilitate teaching and learning of English in a public

Secondary School in Kenya. The study stemmed from my desire to improve my practice as well as that of other teachers. Further, I needed first-hand information and practical experience on the connection between the flipped classroom approach and the teaching of English.

According to Millan (2011) in (Creswell & Poth, 2018), action research design is a systematic procedure done by a teacher (s) or other parties in the educational setting to collect information about, and thereafter improve the way in which their particular education setting works.. This design allowed me to reflect on the teaching of English, collect and analyze data and thereafter made changes based on the findings.

Further, Cresswell (2012), posits that action research offers a means for teacher professional development. By exploring this method of teaching, I have grown professionally, and I project to share my experience with other colleagues.

An action researcher uses a cyclical and reflective approach to conduct research as an insider in real- time situations. The researcher plays the role of both the researcher and practitioner (Shi, 2006). Consequently, I observed the teaching of English, conducted interviews, reflected, and thereafter planned an intervention.

3.4 The Action Research Process

The action research process is a recursive, cyclical process composed of a four stage procedure, namely, planning, acting, developing and the reflecting stage (Mertler, 2019). The four processes are interconnected and are aimed at improving practice. The figure below is an illustration of the cyclic, recursive, reflective action research process (Muscat, 2017).

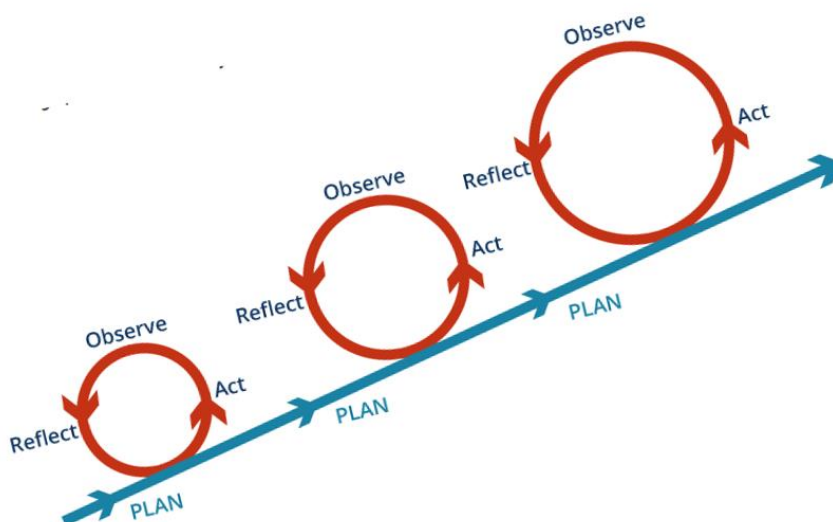


Figure 5: The Action Research Process

3.5 Research Setting and Location

The study was conducted in a public girls' secondary school in Makadara sub-county, Nairobi County in Kenya. Karon Girls' High School⁵ is categorized as an extra county secondary school and has a student population of 1450 and 68 teachers of whom 7 are teachers of English. The school was purposely selected because it has good ICT infrastructure that would support the study. Moreover, many students in Kenya attend public schools, thus the outcome of the study would be useful to a majority of students and teachers. According to Ministry of Education Basic Education Statistical booklet Republic of Kenya (2016a), there are a total of 8609 public secondary schools against 1,357 private secondary schools. In addition, all public schools follow the National Curriculum where English is a compulsory subject and the language of instruction.

Karon High School has two computer laboratories with over 100 computers, projectors, speakers, a digital camera and smart boards. In addition, the school is one of the beneficiaries of broadband connectivity for secondary schools in Kenya by the

⁵ Karon High School is a pseudonym used in this document to refer to the school where the study was conducted.

Communications Authority of Kenya⁶. Thus, the school has reliable internet, though this was only available in one computer laboratory. I established that some computers had intentionally been disconnected from internet so that students are not distracted during computer lessons. I had to work with the available computers, and this meant putting up learning stations and the learners in groups.

3.6 Research Participants

The research participants were drawn from the school where I conducted the study. They comprised the students who belonged to the class I taught throughout the research study and their teacher of English.

3.6.1 Participant Students

According to Hennink (2013), qualitative research participants are randomly chosen because they possess specific features that can best enlighten the study questions. Consequently, a stream of form two students who comprised of 56 learners were purposely selected because I needed a class that had basic knowledge in the use of Computer. Besides, during the study, the senior classes were already preparing for the end of term exam where I was informed that they were to sit for a joint exam with a neighboring National school. I also assumed that the school will be reluctant to give me a senior class since it is a culture in most schools not to assign the candidate classes new teachers as they are about to sit for National examinations and the research could be a distraction that may have an effect on their performance

From this group of students, 10 students of mixed ability were selected to form part of the focus group discussions. Nyumba et al. (2018) states that focus group enables the researcher to draw from complex experiences, beliefs, perceptions, and attitudes of the participants through a moderated interaction. Krueger (1994) in Nyumba et al (2018) posit that ten participants in a focus group are large enough to gain a variety of perspectives and small enough not to become fragmented or disorderly. In selection of the 10, I relied on Mr. Fahari's⁷ knowledge of the students in terms of their academic

⁶ Broadband connectivity for public secondary schools in Kenya is a project by the Communication Authority of Kenya aimed at providing high speed internet connectivity to secondary schools.

⁷ Fahari is a Pseudonym used in the document to refer to the collaborating teacher.

ability based on their past formative and summative assessments. I divided the students into two groups of five but after the first entrant group focus group discussion, an additional 4 students requested to be part of the focus group discussion. They were added in the second set of the entrant focus group discussion. I ended up with two sets of focus group discussions; one consisting of 5 students, and another consisted of 9 students.

3.6.2 Participant Teacher

Mr. Fahari had seven years experience in teaching English and had taught in the current school for the last 5 years. Mr. Fahari was a holder of a bachelor's degree in Education Arts (English and literature) and was the Head of Subject. Mr. Fahari admitted to little knowledge on integration of ICT in the teaching of English. Mertler (2019) suggests use of a critical friend to provide an opportunity for a different set of eyes as well as use of peer debriefing to enhance overall credibility of the research process. Throughout this study, he observed he observed and helped me plan some of the lessons.

My role was Just to help you carry out the research. And I think I can confidently say I helped you to my level best.... I remember we used to plan for lessons together... I think I can say as a friend I can say we worked together there. We also had time to sit and reflect on the lessons together so that we aah I remember we kept improving ... I could tell you my thinking is ...maybe improve on this and that ... **(Post intervention interview 29th September, 2021)**

3.7 Data collection Methods

I employed several methods of data collection. These methods included one-on-one semi-structured interviews, lesson observations, document analysis and focus group discussions. Multiple sources of data collection enable triangulation of data thereby enhancing the trustworthiness and credibility of the study (Mertler, 2019).

3.7.1 Semi Structured Interviews

I employed semi structured interviews (appendix A and D) because they are flexible and adaptable. Using this type of interviews allowed the participants to reply as

freely and as extensively as they wished. It also allowed me to probe further whenever there was need for further clarification

I conducted two interviews with the participant teacher at the pre-intervention and post-intervention stages of the study. The interview at the pre-intervention stage enabled me to get data on the profile of the participating teacher, the teaching methods employed in teaching of English. The interview conducted at the post intervention stage aimed to get his views on the use of the flipped classroom approach in teaching English.

3.7.2 Focus group discussions (FGDs)

I conducted two FGDs with the students at the reconnaissance stage (appendix B) of the study and two at the post intervention stage. Usually, people are more comfortable talking in a small groups as opposed to individually. Further, interactions among the focus groups may be more informative because people tend to feed off comments of others (Mertler, 2019). In addition, due to time constraint I was not be able to manage the discussions from the whole class.

I used a semi structured interview guide (appendix C) which helped to give focus to the discussion on the use of the flipped classroom method of teaching. The feedback of each learner was considered. The information gathered acted as feedback to justify or nullify some of the strategies employed. To hold a successful focus group discussion, I asked the learners for their permission to record the discussion using an audio to which they gladly agreed.

At the pre-intervention stage, the focus group discussion sought to establish their experiences of learning English, the method used and their views on their learning experiences. This helped answer questions on the teaching methods employed in the study context. The post intervention focus group discussions sought to find out the factors that facilitate the use of flipped classroom, factors that hinder the use of the flipped classroom and the benefits that the study participants attribute to the use of the flipped classroom.

3.7.3 Document Analysis

I reviewed documents that enabled get a picture of the practices of teaching English both in the study classroom and the school in general. These included, lesson plans, schemes of work, records of work covered, textbooks, the National English syllabus and the teaching learning resources. They helped me to establish if they lent to the use of the flipped learning approach. Further, I sought to establish the teaching resources and activities recommended. I used a document analysis protocol (appendix G) that helped me encapsulate all the information collected.

3.7.4 Lesson Observation

During the study, I engaged in participant observation to ascertain the situation as it is. To do this, I used an observation schedule (appendix E) that assisted me record information on the most important aspects of the learners' behavior and responses when I used the flipped classroom approach of teaching English. According to Mertler (2019), from observations the researcher can gather data about actual behavior as opposed to asking the participants to report their perceptions or feelings. Secondly, the researcher may be able to see some things that the participants may not be able to report on themselves. I observed the classroom experience; that is a 40-minute English lesson. The data obtained from the observation formed a basis for reflections on areas that required improvement.

3.8 Data Collection Tools

3.8.1 Reflective Journal

I used my reflective journal to record the observations I made during the intervention lessons. Mills, (2011) cited by Mertler (2019, p. 138) says that teacher journals can provide practitioner researcher “with the opportunity to maintain narrative accounts of their professional reflections practice”. I recorded some of the critical incidents that I felt had an implication to both my subsequent intervention lesson and my practice as a teacher. I also used this to record all daily experiences in my teaching and all my interactions with the research participants. This helped deepen my understanding of classroom practice

My reflective journal addressed three pertinent questions that determined every action I took during the study. This helped me find activities to help sustain the interest of learners as I taught using the flipped classroom approach.

3.8.2 Lesson Exit Slips

I used lesson exit slips (appendix Q1 and Q2) as part of the documents to capture the reflections of the learners, thoughts, and views about the interventions during the lessons. The exit slips had questions based on the use of the flipped classroom approach in teaching English.

The slips gave me an opportunity to evaluate the intervention lessons and therefore served as monitoring tools for the intervention. They also gave me a deep insight on the take of all learners since they were administered to the entire Form 2 class. They also proved handy in my lesson planning since learners highlighted some of the areas the needed improvement.

3.8.3 Digital Audio Recorder

To capture the exact responses of the research participants, I used a digital recorder. This helped during individual and group interviews. Use of digital recorder helped me focus on the non-verbal aspects of my respondents which was also helpful in my study. The recorder helped me save time as writing would have consumed more time.

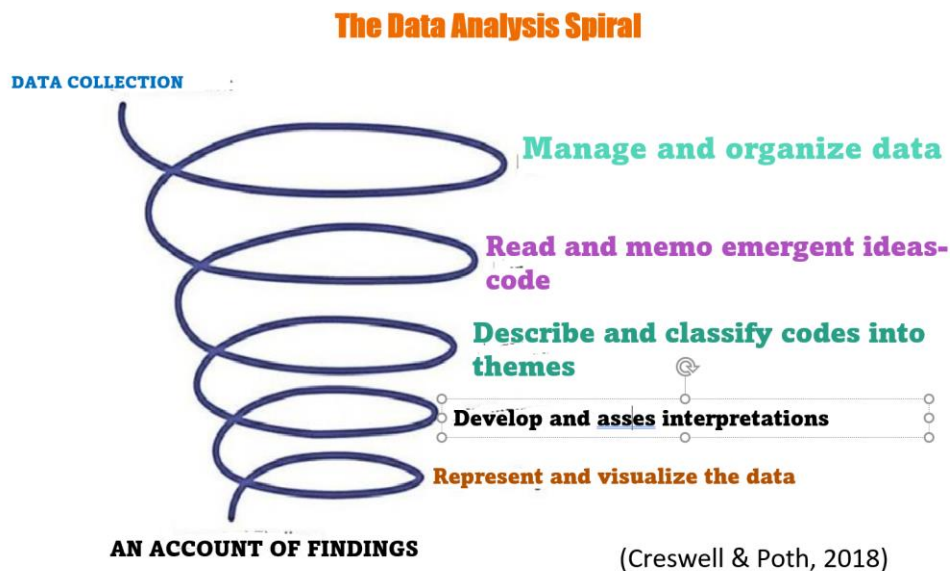
3.8.4 Lesson Observation Schedule

I used a lesson observation schedule (appendix E) that contained areas to be observed in the classroom such as the comfort and levels of engagement in the classroom, learners ability to contribute meaningfully in the lesson discussions as well as the teacher's ability to facilitate the teaching process. The schedule served as a reminder of the areas to be observed.

3.8.5 Data Analysis

I began data analysis concurrently with data collection by reflecting on the data collected continually. I transcribed the audio recordings, analyzed the data from the interview guides, document protocols, lesson exit slips, the focus group discussion audio recording, observation notes and reflective journal. Data analysis in qualitative research

involves preparing and organizing the data for analysis (transcribing) then reducing the data into themes through a process of coding and condensing the codes and finally representing the data into discussions (Creswell & Poth, 2018). I used the following data analysis spiral.



I coded the data by assigning a descriptive word or statement that summarized the main idea that emanated from the responses, extract, and portions of the data. I took the text data gathered, segmented the sentences into categories and labelled the categories with a term based in the actual language of the participants (Creswell & Creswell, 2017). The codes formed the basis for reflection to detect any patterns and themes that emerged to help me answer the research questions.

3.9 Ethical Considerations

I took the following ethical issues into consideration at various stages of the study as explained below:

First, I sought approval for conducting the study from the Aga Khan University, Institute of Education Development (AKU, IED) Ethical Review Committee (ERC) (appendix M1). After clearance from ERC, I sought authority from the National Commission for Science, Technology and Innovation (NACOSTI (appendix M2)) and afterwards from the Nairobi Regional Director of Education (appendix M3) and further

from the Sub-County Director of Education (appendix M4) in order to carry out the study. In addition, since I was conducting a participatory action research that required me to teach in a public secondary school, I sought temporary posting from the Regional Director, Teachers Service Commission that allowed me to teach in the study context. (Appendix M5)

Second, I got permission to carry out the study from the principal of the study context. I shared the information sheet detailing the purpose and process of the study as well as the engagement of participants in the study.

Third, I obtained voluntary and informed consent from the collaborating teacher and from the school principal on behalf of the guardians of the students and assent from the students. This was after giving them information sheet of the study (appendix I). Further, I assured them that they could withdraw from the study anytime they wished (Creswell & Poth, 2016). Fourth, I guaranteed participants confidentiality and anonymity. I have used pseudonyms to conceal their identity and the school in this report.

Regarding reciprocity, I shared the materials created for the study with the school. I also took lessons in the school where I shared my experience in teaching English and being an examiner of the Kenya National Examination Council (KNEC) English Paper Three, I gave a talk to learners on the marking standards of English paper three. In addition, I helped members of the English Department administer and mark the end of term examinations for form one and form two. I also gave a talk to the staff on the use of the flipped classroom approach in teaching.

4.0 Rigor and Trustworthiness

I ensured the research met the standards of sound practice using the following ways.

Member Check

According to Creswell and Poth (2018, p. 261); (Mills, 2018), the researcher should solicit the views of the participants on the credibility of the findings and

interpretations. Consequently, the preliminary analyses that consisted of the themes were shared with the collaborating teacher.

Triangulation

The study related the multiple sources of data to establish their trustworthiness or verify the consistency of the facts while trying to minimize bias in the interpretation of data (Mertler, 2019). As mentioned above, I used document analysis, observation, interviews and focus group discussions to collect the data.

Reflexivity

The researcher should reflect on their values, biases and how they may affect the research process (Cresswell, 2012). I continually reflected on my values, recognized and examined my assumptions that may affect my research practice. Further, I ensured an open mind throughout.

4.1 Chapter Summary

This chapter has presented the methodology employed in carrying out the research study. I have provided the justification for the choice of an action research, the research setting, and the tools employed in collecting the data. Further, I have elaborated the data analysis process, ethical considerations and steps I took to ensure reliability of the data. In the next chapter, I discuss the action research process.

CHAPTER FOUR

THE ACTION RESEARCH PROCESS

4.0 Introduction

In this chapter, I offer a full breakdown of how the action research process unfolded throughout the study in order to lay out a clear landscape of how the data was acquired as well as demonstrate why the study produced the conclusions described in the next chapter. I begin with the reconnaissance stage where the aim was to gather preliminary information that enabled me to understand how English was being taught at the commencement of the study. Thereafter, present the intervention stage where I describe and analyze the lessons I taught and the activities that I engaged in during the lessons. Also, I present my reflections as well as those of the collaborating teacher friend, Mr. Fahari, and explain the impact of our joint reflections on the study process. Finally, I discuss the post-intervention step, in which I solicited feedback from study participants on the process of employing the flipped classroom technique in English teaching.

4.1 The Reconnaissance Stage

The action research process involves the following cyclical steps: Planning a change, taking action to implement the change, observing the process and consequence of the change instituted, reflecting on the process and consequences, acting, observing and reflecting again (Clark et al., 2020). The spiral model below by Kemmmis and McTaggart (2004,) cited by Clark et al. (2020, p. 12) illustrates the aforementioned cyclical process:



Figure 6 The cyclic nature of the action research process.

According to Ivankova (2014, p. 91), the reconnaissance stage also known as the fact finding stage assesses the problem to inform the development of an intervention plan.

At this stage, I had an interview with the collaborating teacher and then observed him teach an English lesson in the participating class. I was able to ascertain the current pedagogical approaches in the teaching and learning of English through the face-to-face interview with the collaborating teacher, the focus group discussion with students, and the class observation. In addition, I conducted an analysis of the English syllabus, schemes of work developed by Mr. Fahari, recovered of work covered and the Coursebook for form two English.

After a reflection on the findings at the reconnaissance stage, the collaborating teacher and I were in agreement that the existing pedagogical practice employed in the teaching of English mainly left the learners as passive recipients of knowledge. Our reflection corroborated with what was captured in the lesson observation sheet and the interview conducted with the collaborating teacher that will be presented in the next chapter.

Teacher talked almost the entire time while writing a few examples on the chalkboard. The learners sat and listened attentively while making notes on their

exercise books. Eventually, teacher reinforced what they had just learnt by leaving them with individual exercises. There was very little learner engagement, and this led to some dozing off or doodling on their exercise books.

(Lesson observation comments 10th September 2021)

A learner-centered intervention like the flipped classroom approach would come in handy and bring about the much-needed engagement of learners in the classroom. We embarked on working together, sharing opinions on how we can implement the flipped classroom approach in teaching English. The intervention plan was done together with the collaborating teacher since he played a pivotal role in the research process as he observed some of the lessons and we would always debrief. It was also important to plan together since we were to continue with the teaching of the syllabus so that the class is not disadvantaged in any way.

4.2 The intervention stages

4.2.1 Introduction

The intervention stage comprised two cycles and a total of six intervention lessons coupled with reflections. This helped in identifying the teaching - learning activities to use during class time as well as materials to be used by learners as a pre-class content. I also planned accordingly to ensure all learners accessed the flipped content. The school administration insisted that I should continue with the teaching of the syllabus since I was allocated lessons in the normal class time. The lessons I conducted consisted of three grammar lessons on the subtopics: indefinite pronouns, primary auxiliary verbs and modal auxiliary verbs respectively), two listening and speaking lessons on the use of non-verbal communication skills and a writing lesson on descriptive writing.

Before beginning my interventions, I conducted an orientation of the flipped classroom approach. I did this because as Sultan (2018, p. 631) states it is critical to explain the principle behind each new teaching or learning method to learners before implementing it.

In the orientation that took 50 minutes, I took learners through the components of a flipped classroom approach and shared with them my expectations. I explained the concept of the

flipped classroom, the basic tenets, and I demonstrated how to access content online. I explained to the learners that when watching videos, they were free to replay, pause or forward at certain points. I demonstrated how to search for more videos of the same content. The session also included a question-and-answer session for the students. I also explained how to watch the videos since watching an instructional video is not the same as watching a movie or a TV show for leisure (Bergmann & Sams, 2012). The learners were required to watch the videos critically and take notes.

Before each class, students were required to watch a video clip except for some days where I presented reading materials. Bergmann and Sams (2012); Suranakkharin (2017, p. 2) point out that the learning materials can either be prepared by the teacher or taken from YouTube or other sources. I created one video using the Doodly⁸ software for the lesson on the sub topic 'primary auxiliary verbs' that I uploaded on my YouTube channel (https://www.youtube.com/watch?v=Z3gN4_EFQZI). The other video content was sourced from the Khan Academy (<https://www.youtube.com/watch?v=gaMFyEravAs>) and for the lesson on modal verbs, I sourced content from (<https://www.youtube.com/watch?v=BT3JbwlpQxU>) which was supplemented with reading material. The lesson on 'non-verbal communication skills,' learners were required to watch an introductory video at https://www.youtube.com/watch?v=u_0lySVFOrY and thereafter read the supplementary reading material (See appendix N4).

I ensured that the videos were not longer than 10 minutes because according to Godwin and Miller (2013) in Yang et al. (2018, p. 20), After around 10 minutes of exposure to new information, the novelty of any stimulus wears off, and learners check out. Moreover, Bergmann and Sams (2012); Guo et al. (2014); Long et al. (2016) found that chunking the videos into small segments of between 5-10 minutes helped the students learn better by holding their attention. Similarly, Buchner (2018, p. 3), posits that the length of an educational film is critical in retaining students' attention until the finish.

⁸ Doodly is a whiteboard animation software that allows one to create animated videos.

Before presenting the pre-class content, Mr. Fahari and I consulted English syllabus, the schemes of work and the Teacher's guide for form two. This was necessary to ensure they related to the learning outcomes of each lesson.

4.2.2 Flipped Classroom Approach Implementation

Initially, I had purposed to use Edmodo Learning Management system so that every learner could have their own account where I would post the content, but unfortunately that was not possible as there were only 19 computers with internet connection despite having over 57 computers in that computer laboratory. The teacher in charge of the computer laboratory was not willing to help me connect all the computers. According to her, the computers are purposely disconnected to deter learners from visiting undesirable sites. Consequently, I opted for the learning stations where learners shared a computer to access content. These allowed the study to continue.

I emphasized that the success of our class was dependent on each learner being responsible and ensuring they come to class with a basic understanding of the shared material (Bergmann & Sams, 2012) so that they can engage in the interactive activities during the class.

4.3 Flipped classroom Model used

My flipped classroom model consisted of three parts: before the class, during and after class.

4.3.1 Before the class Preparation

This part consisted of learners watching videos/ reading material and making brief notes as they would have done in the classroom. The learners found the videos helpful because if there is a part they did not understand, they would pause and replay. I encouraged students to note down any question that they may have from the watched content/reading material.

4.3.4 During the class

I used the freed-up class time to engage the learners deeply in the content. I started by asking how many learners had watched the videos. This fact was crucial if the lesson was to continue successfully. Fortunately, all learners raised their hands. Then I would ask

them what the topic of the day was and address any questions they would have. At times, I would ask the learners to address each other's questions.

I would then engage the participants with the content through student centered active learning activities such group discussions, role play and peer teaching. Indeed, Suranakkharin (2017, p. 4) points out that games, role plays, and group discussions as examples of classroom activities that might help students learn more effectively.

Due to the limited number of lessons that were conducted, I was able to use only three active learning activities: carousel activity, group work and role play that was competitive. In all these classes, I would walk round the class to monitor that the learners were engaged in the activity and answer any question they may have.

4.3.5 After Class

In this part, I gave a follow up assignment from the learners' coursebook. The learners were to do the task individually and submit for marking while at times the work was to be submitted as group work. The same process was repeated in all the lessons that I taught during the study.

4.4 Cycle 1

This cycle consisted of three lessons. The first lesson was on indefinite pronouns followed by a lesson on primary auxiliary verbs and lastly a lesson on modal auxiliary verbs. The lessons were a continuation of Mr. Fahari's lessons. The main objectives of the lessons were that by the end of the lessons, the learners would be able to define each sub-category of the respective part of speech, give examples of each, state rules on their use and construct grammatically correct sentences on their use. Mr. Fahari attended the first lesson and recorded his observations using the lesson observation protocol I shared with him (see appendix F). Mr. Fahari was not able to attend the subsequent lessons as he chose to attend to the Form Four class that was about to begin their joint exam with a neighboring national school. He mentioned this in our closing interview:

Remember, I was not able to be with you in all the lessons because I opted to concentrate with the candidate class which almost starting their Pre-mock, Remember It was an external Exam. A joint Exam with neighboring school. So, I

really needed to give them as much support as I could. And then when the form fours did their exam, English was among the first papers, so we had to start the joint marking exercise again immediately and that took me outside the school. Also, the terms are shorter it will not be long before they sit for their KCSE. (Exit Interview 29 September 2021)

4.4.1 Planning and implementation of lesson 1

As stated above, Lesson One was on indefinite pronouns. Mr. Fahari helped me plan for this lesson.

We spelt out the objectives of the lesson (see appendix N1) and selected the video content that was to be used by the learners. We used the video (<https://www.youtube.com/watch?v=gaMFyEravAs&t=165s>) and (<https://www.youtube.com/watch?v=NFEGZgLSfT4>) as an additional video for better understanding. We identified the in-class activity and agreed that since we had two English lessons that day, we would use the first lesson for learners to go to the computer lab to watch the videos and the second lesson for the in-class activity. We accompanied the learners to the computer lab to assist in case they encountered any challenges.

In the second lesson, we started by asking learners if they had any questions and then divided them in groups of four. Fiechtner and Davis (2016). To form groups, we asked students to count off up to the number fourteen and the assigned group membership according to number. The class ended up with 14 groups. To ensure effectiveness, each group selected a scribe and group leader. In the groups, we asked them to come up with their own sentences on each category of indefinite pronouns. Each group was issued with a manilla paper where they were to write their sentences. Thereafter, the groups mounted their manilla paper (s) on the wall and the class went around to each poster to see what the other group members had come up with. I also asked them to take note of any wrong use of indefinite pronouns.

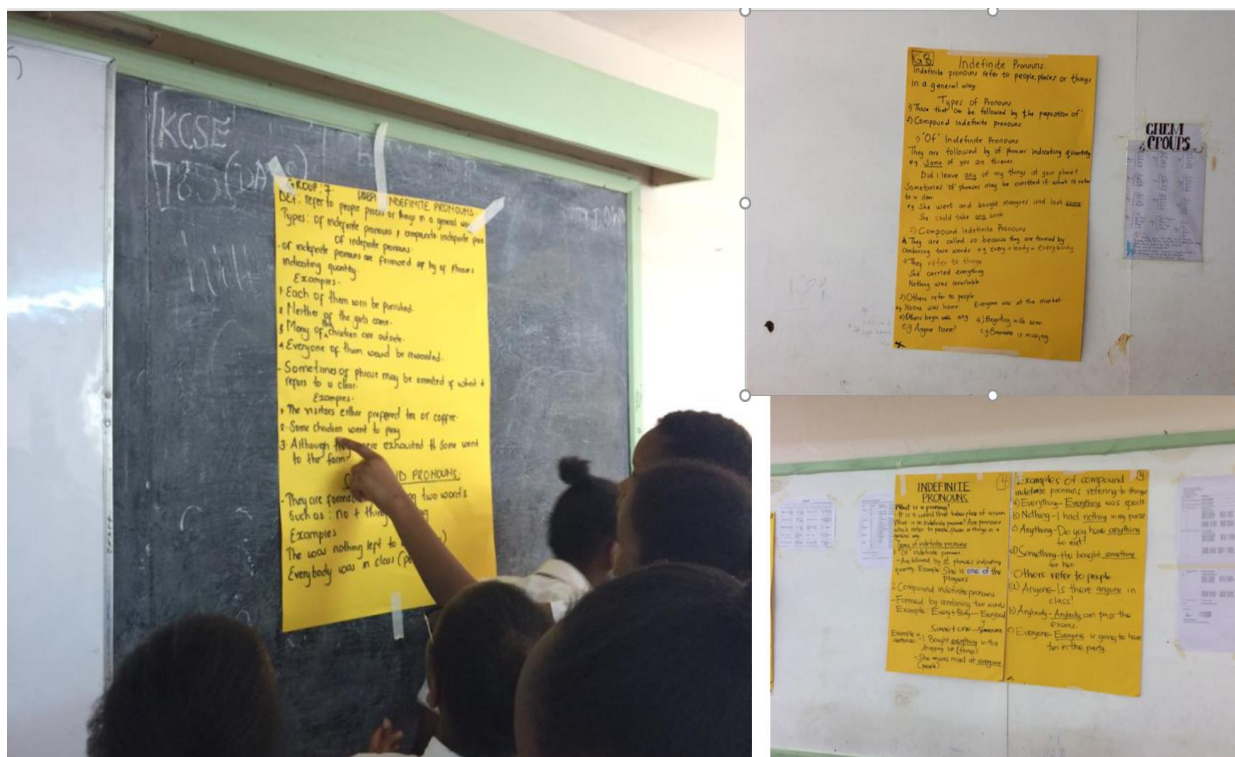


Figure 7: Learners displaying their work for other group members to come and see.

After that, each group was given a chance to present on some of the sentences they noticed from the other groups.

I noticed learners' enthusiasm and active engagement in the activities of the lesson. This was also corroborated by their evaluation of the lesson. For example, when asked for their views about the lesson, the learners had this to say:

The following responses drawn from learners' exit slips:

Student 3: Today's lesson was constructive as we were allowed to engage in an industrious discussion where we shared and compiled ideas.

Student 5: At the end of the lesson one does not come out empty handed (sic) and since everyone is involved, there is no sleeping.

Student 14: I prefer this method of teaching as students are allowed to exchange ideas ...

Student: 16: We are able to watch the video and if not understood we can pause and replay the video

(Lesson exit slips 13th September, 2021)

The comments encouraged us to plan for more group activities in the lesson. On the other hand, the comments highlighted parts of the lesson that did not go well that helped us plan for the next lesson. An individual practice exercise was given to the learners as an after-class activity. The second lesson (see appendix N2) was on primary auxiliary verbs. I prepared a video using Doodly and uploaded it on YouTube (https://youtu.be/Z3gN4_EFQZI). Learners were given a class exercise that was done in groups. For modal auxiliary verbs, I used a pre-class video (<https://www.youtube.com/watch?v=hp9T-7on2Ow>) and reading material that listed modal verbs and their uses. During class time, learners were given a group task of constructing sentences for each use of the modal auxiliary verb. I walked round the groups checking learners' progress and answering their questions.

4.4.2 Reflection on Cycle One

The feedback from the class was overwhelmingly positive. Almost all the responses from the exit slips expressed liking for this method of teaching.

It was evident that the flipped classroom approach to teaching English allowed for a more learner centered classroom environment. It created an active learning environment in the classroom. Learners' levels of engagement increased, and this facilitated their understanding of concepts. One exit slip read that, "Being taught by your peers is more understandable than anything else" on understanding, repeated the same message in the focus group discussion.

"...Since you started teaching us English, I now have like ...a positive attitude towards English and I understand English much better and it's getting more easy to speak English and writing and everything. It's just have become simple. And in the upcoming. I see myself improving in English. And that's ...yea, that's all because of you...Because of the way you teach." (FGD 21st September 2021)

My reflection with the guidance of the exit slips helped me answer question the following subsidiary question: “ *What benefits do the study participants attribute to the use of the flipped classroom approach?*”

I noted that the learners enjoyed this new classroom experience. The video were helpful in understanding the concept we were learning that day. One learner commented in the exit slips that, “I personally read (sic) by observing so the fact that Mr. Ovin has took (sic) care of me by introducing the technological devices has helped me a lot.” This encouraged us to look for more video content to explain the concepts. The exit slips also helped me evaluate my progress and plan for the next action.

This was noted from the following learners’ responses in the exit slips when we inquired for the view about the flipped classroom approach.

Student 4: It enabled me interact with my classmates more and it also gives me more knowledge on learning through computers. As a computer student, I find this very amusing.

Student 5: It is a good approach because it breaks the monotomy.

Student 6: It was nice since everybody is able to share the different types of ideas confidently and everyone is able to speak.

Student 7: I find it interesting because I can courageously ask any question from my friends/classmate.

Student 8: It has helped me to understand the lesson well because my fellow classmates were using simple English for me to understand.

Student 9: In the flipped classroom each of us is were able to contribute and share our own ideas freely and learn from the others.

Student 10: It is a helpful way of learning more and in easier and faster way. It also broadens one ideas as one tries to explain the content to others or share their ideas.

(Lesson exit slips 13th September, 2021)

The learners also identified areas that required improvement. When asked, “ what would you like me to do differently in the next lesson?

Student 1: Yeah be more creative I know that the next lesson is anticipated by all.

Student 2: Same as usual as everyone gets to participate.

Student 3: We make more and more sentences

Student 4: I would like you to summarize more on what we learnt for better understanding.

Student 7: Debate

Student 8: Make the lessons long for ample time,

Lesson exit slips 14th September 2021

This comment reminded me that I had failed to give a review of the lesson. It helped me to be time conscious in my next lesson. The gaps identified prompted me to the second cycle of the intervention stage.

4.5 Cycle Two

In the second cycle I had three lessons. The goal was to incorporate another active learning activity and teach other areas of English. The first two lessons were on non-verbal skills used in communication and descriptive writing. The other objectives of the second cycle were to improve my use of the flipped classroom approach in teaching English, gauge any new learning experiences and the challenges encountered using the flipped classroom approach.

The outcomes of the lesson were that by the end of the lesson, learners should be able to define non-verbal cue, identify non-verbal cues and use the non-verbal cues of communication in their conversations. I used the video

(https://www.youtube.com/watch?v=u_0lySVFOrY) and reading material of a conversation between two characters (see appendix N4) as a pre-class assignment. In class, I divided the learners into groups of four and asked each group to prepare a role play of the conversation between the characters in the reading material. The groups were to compete against each other to bring out non-verbal cues. I gave an assessment rubric (see appendix N5) and each group was to nominate a judge. The learners were given ten minutes to prepare their role play after which we started presentations from each group. Each group had three minutes to dramatize the conversations. Volunteer students acted as judges to the dramatizations and awarded marks based on the rubric provided (Appendix N5) For these activities, we used two lessons.

The next lesson was on descriptive writing. The outcome of the lesson was that by the end of the lesson, learners should be able to define descriptive writing and write a descriptive paragraph. Out of class activity involved watching a YouTube video (https://www.youtube.com/watch?v=DQpIG_M_I-A). In class activity consisted of learners reading the short story “Letter to my Sisters” by Fatmata Contenth and identifying any descriptions that appealed to senses of sight, touch, hearing, taste, and smell and later write a descriptive paragraph of their neighborhood.

The learners actively participated in the lesson. The post class questions given were answered promptly and correctly. To prove that we had improved on the aspect of time one student remarked, “*Today’s lesson was more organized; we saved a lot of time*” (Exit slips 15th 09/2021)

4.6 Reflections on Cycle Two

The learners appeared to be involved in the teaching learning process as they actively participated in class by talking to and learning from each other.

The following are examples of the students’ views on the question “what made the lesson interesting?”

Student 1: Being able to tell my desk mate what I feel about the sentences used to describe the people in the letter.

Student 2: When we read and discussed on the example of the descriptive writing.

When asked to write one thing that they did not find interesting, one responded:

Student 3: How short time was for the lesson.

Student 4: Add extra time.

(Exit slips 16th September 2021)

About the video, students remarked:

Student A: I liked that we could pause and replay the video to get the content clear.

Student B: We were able to pause the video and talk and discuss amongst ourselves on how to use vivid descriptions.

(Lesson exit slips 16th September 2021)

In the exit slips we asked, “Has this method helped you improve in the English subject?”

Student A: Yeah. My view on English as a complicated subject has turned to be something I enjoy.

Student B: It has made me love English and have a positive attitude towards the subject.

Lesson exit slips 17th September 2021

4.7 Reflection on Cycle Two

Flipping the class allowed me time to build relationships with students. By the fourth lesson, I noticed I had already started calling the students by their names. I was able to know what their interests are, things I would not have known if I stood in front of the class and lectured. I found myself walking up and down the aisles/rows. Moving from one group of learners to another, talking to the groups, and the groups would ask

questions on the topic of the day and seek clarifications. I would also assess the work they had done so far and give feedback. This was also my opportunity to keep the groups on track and ensure no group was lagging behind.

In my fourth lesson, one student by the name Michelle (pseudonym) walked up to me and asked if I could talk to her parents about two things: One was they allow her to own a phone and the second one was about her career choice. She told me she would like to pursue a career in Art, yet her parents want her to do medicine.

In addition, some students came to me with questions on past topics and even gave suggestions on some topic they would want to be taught using this method. For example, a student commented in the exit slips, “ Thank you for the lesson Mr. Ovin, I would really like you to teach the topic on stressing words please (sic) I understand you better.

I reflected on the downside of this method was the need for more preparation time. I took a significant amount of preparing and looking for an appropriate video for pre-class activity and further planning for the classroom activities to incorporate. But the advantage came that during the actual class time, I observed the students were doing more. I also noticed that for the first time in my teaching career, I conducted all my lessons with the learners facing each other as opposed to aligned in rows facing the blackboard. In fact, when I entered the class, the first thing I would do is change their sitting arrangements. (Reflections 17th September, 2021)

4.8 The post intervention stage

This stage was marked by an exit interview with the collaborating teacher and an exit focus group discussion with the students. These allowed the participants to reflect on the intervention and gauge the teacher’s and students’ opinion on the use of the flipped classroom method of teaching English.

Having laid out the action research process in detail in this chapter, I now discuss the findings of the study in the subsequent chapter.

CHAPTER FIVE

PRESENTATION AND DISCUSSION OF FINDINGS

5.0 Introduction

In this chapter, I present and analyze findings from the study on using the flipped classroom approach in the teaching of English in a public secondary school in Kenya. The analysis of the data was guided by my research questions. I begin with a presentation of findings and analysis of data on the practice of teaching English at the start of the study. Thereafter, I present and analyze findings on the factors that facilitate and hinder the use of a flipped approach in the study context. Thereafter, I complete this presentation and analysis of findings with a discussion of the benefits participants attributed to the use of a flipped classroom approach.

5.1 Current methods of teaching English in the study context

The findings on English teaching techniques at the start of the study are presented in this part. This is because I feel that the teaching methods used in English classes had a substantial impact on the outcome of the study. Moreover, I respond to my first subsidiary question: “What are the current methods of teaching English in the study context?”

Study findings show that the syllabus provides clear guidance on the teaching of English language in public schools in Kenya.

An analysis of the syllabus showed that the latter acknowledges role of English language in Kenya both as a language of instruction in and is also the language of communication at both locally and internationally. The syllabus expects learners to have a wide variety of experiences in grammar, writing, listening and speaking and reading; the goal of which is the development of communicative competence (Kenya Institute of Education, 2002).

Furthermore, both the curriculum and the course book under consideration require students to have opportunities of interacting with language and materials during class time and outside of class. Examples of non-formal contexts include Drama, debates, public speaking, the utilization of school clubs and societies, and contact with resource individuals. It is anticipated that by the end of four years of learning the subject in

Secondary school, learners will achieve a high level of competency in using the English language and therefore ready for the world of work and future training in English. According to the Republic of Kenya (2019, p. 49), proficiency in the English language has academic, professional, social and economic benefits.

The syllabus requires students' speaking and listening to be enhanced thereby calling on teachers to employ active teaching strategies in the classroom (Republic of Kenya, 2019). Videos, flash cards, audio-visual materials, visual aids, the internet and computers are some of the resources listed in the teachers' course book for use in the teaching of English. The course book also encourages cooperative learning evidenced by the many group activities found in each chapter. For example, Unit 4 "In groups, take turns at reading the following sentences then identify the sound that is alliterated", in groups write as many such sentences as possible (Indangasi et al., 2018).

The foregoing notwithstanding, an observation of the teaching of English in the study context showed that there is a mismatch between the teaching and learning of English as prescribed in the textbook and enacted in classrooms. This finding resonates with/ that of Kemboi and Osman (2015) blames teachers of English for employing teaching methods that benefit them at the detriment of their students. This means using lecture method for timely syllabus coverage and avoiding activities that according to them will slow the coverage of the syllabus. This findings resonate with that of Odhiambo (2017, p. 39) who reported that the English syllabus urges teachers of English to think outside the box and exhibit creativity and innovativeness in their teaching other than relying solely on the course book. I now present the teaching methods that were in use in the study context at the start of the study.

5.1.2 Use of Chalk and Talk Pedagogy

Study findings show that despite detailed guidance on how teaching and learning of English should be conducted and as discussed earlier, didactic teaching was prevalent in the study context. Lesson observation of the collaborating teacher revealed that teaching and learning was mainly transmissive and passive. The lesson was dominated by teacher talk while students merely stayed quiet and listened to the teacher unless asked to talk by the teacher. Although the teacher used questions and answer method at some

point, only a few learners responded to the questions asked. Not all the learners participated in answering the questions (Lesson observation comments 10th September 2021).

Mr. Fahari admitted to predominantly using teacher centered methods due to time constraints and the need to cover the syllabus on time. When probed further, he had this to say:

You see now with the terms and the circular from the ministry that now Term is taking not more than 3 months. We need also to cover the syllabus There is a rush and again, you realize that the class is not manageable sometimes, because like sometimes I have a class of up to 60 students and that population. When it comes to other methods is a challenge. (Entrance interview 9th September 2021)

The foregoing resonates with findings by Lumala (2007) and Ngagi et al (2014) as cited by Gudu (2015) that the current curriculum in public schools, particularly that of the English curriculum, is content heavy thereby encouraging the use of traditional teaching methods. This is detrimental to the teaching learning as reported by Gilboy et al. (2015, p. 109) that students attention wanes after 10 minutes with a retention of a mere 20 % of the content presented.

In contrast, study findings point out that the participant learners did not like the lecture method, and preferred an opportunity to participate during lessons:

Student A: I enjoy English lessons when the teacher gives you a chance to express yourself. Or even when the teacher allows you to teach your fellow student. You know that gives you courage.

Student C: I enjoy my English lessons when the teacher does not teach throughout. The teacher gives us some time to engage in an activity. The teacher should not teach throughout. (Entrant FGD 1 10th September 2021)

Student H: What I do not enjoy about English lessons is when the teacher is the only one speaking cuz (sic) when he is the only one speaking you are just there

listening to him or her ...they say some words they pass you and some of us are afraid of raising our hands and talking to the teacher and telling them to repeat. So, the teacher continues speaking then he leaves the class, and you are just there, exams come and you try to remember what you were taught but there is nothing, and so you guess and you fail just like that. (Entrance FGD 2 12th September 2021)

5.2.2 Low integration of ICT in Teaching and Learning

Study findings showed that teacher use of ICT is not wholly dependent on the availability of technology but on teacher capacity. For example, despite the school being well endowed technologically, Mr. Fahari, the teacher participant, rarely integrated ICT in his teaching. This was despite his acknowledgement of student interest in his class when he used technology. He described the students as enthusiastic and quicker at understanding what he had taught as exemplified below:

Student C: We use digital devices once in a while and when they are used, the class pays attention because they are...(sic) it is something new rather than have the teacher teach the whole day it becomes monotonous. So, introducing a digital divide just makes it interesting...you pay attention, and you remember what you have learnt. we always look forward to going to the library to use digital devices. (Entrance FGD 1 10th September 2021) Mr. Fahari attributed the aforementioned situation to his lack of technological skills I also do not have the skills. I want to try integrate technology in my teaching but I do not know how. Like now, I bumped into a YouTube video about circumcision songs and that is what I presented. But I think there could be a better way of doing it. (**Entrance Interview 9th September 2021**).

He further admitted that the integration of technology in the teaching and learning of English is likely to boost student learning:

Looking at the kind of generation that we are [teaching], they are more of computers and other methods. They are attracted to technology. Unlike the old ways. It is almost like we are living in old ways.... We are using the old ways and

yet these girls can get things very fast with the help of technology. There is a time I tried to present a circumcision song and let me tell you they enjoyed my friend. Even when it comes to analysis of features of the song, my friend, it was a very interactive lesson. But the problem now comes because we do not have time, the numbers, the facilities and then some schools cannot afford. But to be honest, technology is the way to go. **(Entrance interview 9th September 2021).**

The foregoing was corroborated by the Student D who pointed out:

We need technology in our classroom because most people don't really understand when the teacher is lecturing or teaching us in class. Because maybe the teacher is fast. People are different, there are some who will understand fast and there are those who will be slow. So say you are watching a video, If there is a part you did not understand, you can pause the video and go back so that you understand that section. Unlike when the teacher is teaching you cannot pause the teacher. You can't keep telling the teacher please repeat I have not understood all the time. Some of us fear the teacher. **(Entrance FGD 1 10th September, 2021)**

This is in line with Odhiambo (2017) who postulates that teachers are the key agents for ICT integration and not availability of the ICT infrastructure. This means teachers need to be trained on how to use ICT in the teaching learning process.

5.2.3 How Can I use the flipped Classroom Approach to teach English?

The study findings indicate that the flipped classroom approach can be used to teach English by first conducting an orientation of the flipped classroom approach to the learners. The orientation includes explaining the concept of the flipped classroom approach, the basic tenets and a demonstration on how to access content online. Further, the learners should be made aware that while watching the instructional videos, they are free to replay, pause or forward at certain points. The learners are also required to watch the instructional videos critically and take notes.

During the class, the teacher uses the freed-up class time to engage the learners deeply with the content. For the success of the lesson, the teacher should start by finding out if

the learners watched the video and then address any questions they may have.

Thereafter, the teacher engages students with the content through student centered active learning activities such as group discussions, role play and peer teaching. For this study, three active teaching strategies were employed: a carousel activity, group work and role play.

After class teacher can give a follow up assignment. The learners may be required to the task individually and submit to the teacher for feedback.

5.3 Factors that Facilitate the Use of the Flipped Classroom Approach

In this section, I discuss findings on factors that facilitated the successful implementation of the flipped classroom approach.

5.3.1 Lesson Planning

Findings indicate that planning is key for effective flipped classroom implementation. This is because I noted that a careful thinking through on how I would execute the lesson helped to ensure that I met the learning objectives of the lesson without getting lost in the execution of the flipped classroom approach. So, it was imperative I identify the lesson objectives and learning strategies I would need to achieve the lesson as well as think about how they could be used if flipped. I was able to carry out the activities seamlessly because I had planned. This finding resonates with Roehling (2017) who argues that the first step is to identify the learning objectives and then designing learning experiences that will help you meet the set objectives.

5.3.2 Monitoring of Learning

Study findings show that successful implementation of the flipped classroom approach requires close monitoring of students to ensure that they stay focused on the learning task. Hence, a teacher cannot be detached from what is going on in class but instead should guide the learners on explain and answering questions where necessary. As Student E noted:

I feel that sometimes the lessons can go out of hand for example, most people may not be focusing on the thing be taught. they could be wondering around the internet stray and do own things. **(Exit FGD 1 19th September 2021)**

This finding resonates with Roehling (2017) who postulates that learners in a flipped classroom must be kept on track. He for example recommends that teachers can check student engagement by strolling about the classroom and listening in on student discussions for brief in-class tasks.

5.3.3 Student Accountability

Study findings show that student engagement with the pre-class material was central to the success of the flipped classroom approach. For example, in the study when the students completed the pre-set tasks in preparation for the class, then.... I observed that when the students interacted with the pre-class content, they came to class ready to engage deeply with content of the day. They are able to, “share what I know with my classmates and getting to learn from them. (Lesson Exit slips 20/09/2021)

Conversely, those who did not engage with the pre-class material struggle to follow the lesson discussions and other learning activities a learner noted in the exit slips that some learners fail to actively participate. For example, one learner noted that, “during group discussions some students may fail to participate. In the lesson exit slips, one learner remarked that. “ I did not like the fact that some students took advantage and started making stories in their groups” Herreid and Schiller (2013) pointed out that when students fail to undertake the out of class activity, they come to class unprepared and are likely to stare blankly and will not participate in class.

5.3.4 Technological Competence

Findings show that technological competence contributes to one’s creative development of resources for the flipped classroom approach. For example, during the study I was able to create educational videos using digital tools such as Doodly software. Also, I knew where to access appropriate educational videos from as well as assess their appropriateness for the lesson of the day including reviewing aspects such as length of the videos. This is in line with Odhiambo (2017) who argues that in order to integrate technology into the teaching and learning process, teachers must be technologically competent.

5.4 Factors that Hinder the Use of the Flipped Classroom Approach

In this section, I present study findings on factors that hindered the effective use of the flipped classroom approach.

5.4.1 ICT Infrastructure

Findings show that lack of sufficient resources can adversely affect the implementation of the flipped classroom approach. For example, during the study, ICT resources were crucial for the implementation of the flipped classroom approach, but limited access to computers, for example, provided learners with a challenge as they had to share computers. Sharing computers meant that the learners will not learn at their own pace as I had envisioned as opposed to when each learner had their own computer in front of them and operate it on their own.

The aforementioned challenges were also identified by the students as exemplified below:

Student I: The difficulties during the English lesson was for example when we went to the computer lab some of the computers were not working.

Student H: The difficulty of fighting for computers because everybody wants to use computers that are connected to the internet. The fighting made me feel that it is better to learn in class because in the computer laboratory, we are fighting.

(Exit FGD 2 1st September 2021)

Interestingly, one of the learners shared how the above-mentioned challenge could be ameliorated:

Student I: I think the only way we can implement this flipped classroom method better is that we have our gadgets, our electronic gadgets in school. Because that... Still, I'm talking about this passionately. Yes, as in in this school I think 80% have their own gadgets because this is a school in Nairobi ...So like if we can get our device in school that will be good because you can't like....we can't rely on the computer lab all the time because sometimes it will be closed and this

method needs us to watch the content before the class. So if we have our own gadgets at night, we can just watch the content and the following day we discuss.

(Exit FGD 2 21st September 2021)

5.4.2 Time

Study findings show that time can be a hindrance to the implementation of the flipped classroom. In the study time was a constraint on two fronts. One was the considerable amount of time required to prepare the pre-class material. Second, was the considerable amount of time required to design learner centered activities for use during the class session. This was affirmed by Mr. Fahari who stated that:

Preparing the video that the learners will read before the lesson can be an uphill task, but this can be remedied by looking for ready content from you tube which can also be a challenge finding the most appropriate. (FGD 29th September 2021)

Further, I noted that I spent a considerable amount of time identifying and planning for the class activities which are the backbone of the flipped classroom. Also, lessons are allotted 40 minutes which sometimes was not enough to have an elaborate classroom activity. In some instances, the lesson ended before I finished the prepared learning activity. Consequently, I had to extend the lesson to another lesson to complete what I had planned, even if it meant using another lesson to complete the planned lesson. One learner remarked in the exit slips “I did not like the time duration given to complete the tasks” (Lesson exit slips 12th September 2021) In comparison to the lecture technique, Gillette et al. (2018) records that flipped classroom implementation is hindered by the extensive amount of time required to develop and implement it. Some group activities require shifting from one location to another or doing group presentations which may not be possible in a forty-minute lesson.

5.5 Benefits of Flipped Classroom Approach

Study findings show that study participants attributed some benefits to the use of the flipped classroom approach in the teaching of English. These findings attempt to answer the subsidiary question: *What benefits do the study participants attribute to the use of the flipped classroom approach*

5.5.1 Improved Attitude Towards English

Study findings show that the use of the flipped classroom approach resulted in high levels of student engagement throughout the lessons. This was evident from students description of lessons which they described as: “educative”, “impactful”, “constructive”, “participative,” “brings English back to life”, “now hard for me to doze”, “interesting”, “interactive”, “exciting “and “fun” (Lesson slips 16th September, 2021.

Further, Mr. Fahari remarked:

When I was teaching before I could find some students dozing off. But now when you came up with this method, I realized they were actually 100 % concentrating. 100 % because I have not seen even a single student doze off. I think it is a plus for that method. And you see as I have said when teaching they do not doze off in the class as opposed to when you are lecturing, you normally find that there are some learners who are dozing and you know if somebody dozes even for a minute, they could lose a very important concept that the teacher was explaining, but when they are actively engaged in activity say a group discussion, or the role play that i saw you do with them, nobody was sleeping. I can repeat that nobody was sleeping you capture their attention from the start of the lesson to the end.

(Exit interview 29th September 2021)

In addition, learners in the focus group discussion held similar views: For example, Student G remarked:

In the past, you would hear that it is time for English, and you start asking for your blanket and but today I can see our attitude is improving as everybody looks forward to your English lesson. Not like in the past when you would hear five English lessons you are like where is my blanket and pillow. (Exit FGD 1 19th September 2021)

Student F: My attitude has definitely changed because now we look forward to an English lesson other than in the past where you would see five English lessons in a day, (*student laughed*),mschn (sic) it was just tiresome. so but now we really look forward to them. **(Exit FGD 119th September 2021)**

This resonates with Connell et al. (2016) who points out a clear link between active learning strategies and increased positive attitude towards the subject being studied. Further, Hsui-Ting Hung (2017), reported that flipped classroom helped develop students' speaking skills and a positive learning attitude towards English Language subject. Keeping students engaged during lessons seemed to decrease distraction, enhanced retention and application of acquired information.

5.5.2 Learner Inclusion

Study findings show that flipped learning calls for the teacher to employ of several teaching strategies thereby making it possible to take care of learners' diverse ways of learning. Consequently, learners felt that their learning styles and needs were catered for as was stated by one student who commented: "I personally read by observing so the fact that Mr. Ovin has took (sic) care of me by introducing the technological devices has helped me a lot" (**Lesson exit slips 15/09/2021**)

Another learner repeated on three occasions during the focus group discussion that "You teach according to our level of understanding.." I took interest in this particular learner because she had the least score in the last examinations and Mr. Fahari had told me that she is a slow learner. She explained:

Your English lesson is good because (sic)Your English lesson is good because you know how to play with our mind. ...You know when you teach, you teach us **according to our level of understanding**. If I like me, I'm slow in learning. When you say in English something there like. You interpret what ..what you say so that. Then I saw aar, this is a good teacher. (**Exit FGD 2 21st September 2021**)

Mr. Fahari, too, highlighted the inclusive nature of the flipped classroom approach:

I also saw that the weak students benefit. You know the weak students would find this method easier... because now they are participating... you are giving them time because now a teacher would no longer have that monopoly of knowledge that err he or she is the one with the ideaBut now as you are teaching, **because the teacher is free to walk round the class and eeee (sic) the teachers**

knows the weak learners in his class I think he or she can camp there and try to assist them. Even those students who are weak now, they understand. You when as they are participating, they understand. It becomes easier for them ...But again, they would not feel like they are left out. You know in the old method, you concentrate only with the first learners (*laughs*) **(Exit Interview 29th September, 2021)**

The above finding resonates with the views of Bergmann and Sams (2012, p. 23) who postulates that flipped classroom helps the struggling students because the teachers spend more time walking around the class and helping students who may be experiencing difficulties. Further, according to Flipped Learning Network (2014) Flipped classroom is meta instructional strategy that makes all the other instructional methods possible It is a framework that frees the class time to support all the other forms of active learning strategies. For this reason, the teacher has a chance of employing several active learning strategies and multiple modes that are likely to reach every kind of learner.

5.5.3 Collaborative Learning

Study findings show that the use of the flipped classroom approach results in collaborative learning among learners. This is because in a flipped classroom, the instructor ceases to be the focal point of the classroom and more time is left for students to interact with one another. During the flipped classroom approach, Mr. Fahari observed that student engagement with other students increased significantly:

For instance, when you gave group work, the learners work collaboratively to find answers to the questions given. Which I find very interesting. I noticed that even those who rarely answer questions in class were contributing in the group discussions when we put them in the groups. **(Exit Interview 29th September 2021)**

The collaborative learning in the class was made possible because the learners came to class prepared. Consequently, learners were exposed to a variety of thoughts from their peers leading to a better understanding of concepts. This is exemplified by the following statements by two students:

So... me...me (sic) what I enjoyed the most while we were learning English was the group discussion ... I could describe much better and in group discussion...I loved the way we explained... as in the way we explain to each other, it is really nice and one can understand much better.

Student A: What I have enjoyed most is...the group discussions eehr (sic) it helps one to be free while talking to their classmates. yeah ... It helps one to express their ideas about their ideas they are discussing. **(Exit FGD 2 21st September 2021)**

Findings suggests that cooperative learning helps improve relationships amongst learners. Student G pointed out in the FGD that, "...now it has helped me to speak to people who I never used to speak to..."(Exit FGD 2 21st September, 2021) and the same was reported in the exit slips that it promotes togetherness and team work.

Mr. Fahari noted that even the ones who would ordinarily not contribute in class came out of their shells and were contributing in the group discussions.

Within the flipped classroom approach, class time is devoted to class discussions and small group activities. Students' engagement in learning the content is fostered. These opportunities ultimately feed into empowering the learners to grow and expand their knowledge in the target concept.

5.5.4 Improved Communication Skills

Findings indicate that cooperative learning helped improve the learner's Communicative competence. Both Mr. Fahari and the learners in the focus group discussions agreed that the peer interactions had increased their confidence and ability to sustain a conversation in English. Although there some who held the group discussions in Kiswahili as observed by Mr. Fahari, "*There are times when they would throw in Kiswahili words but for most parts, they discussed in English* (Exit Interview 29th September, 2021). Many of the learners used English to express their opinions in group discussions and presentations. I would also go around asking them to be their brother's keepers to hold the discussions in English.

Mr. Fahari: Like one time when you were teaching students working together with each other, and they talk English more and their communicating ability in English is also improving. **(Exit interview 29th September, 2021)**

The students reported:

Student E: Ok err (sic) Since you started teaching us English, I have now I have like ...a positive attitude towards English and I understand English much better and it's getting more easy to speak English and writing and everything. It's just have become simple. And in the upcoming. I see myself improving in English. And that's that ..Yeah, that's all because of you...Because of the way you teach.

Student I: Oh Oh (sic) my God OK, uh (sic) Since I didn't have a problem with English, I still had, I had the problem of speaking English. I couldn't construct sentences in English without.. without using... using (sic)Kiswahili or without switching or keeping quiet first and then think about the next word. Yeah, but now these days when I speak with my friends, cause most of my friends speak English, I can be able to construct full sentences without switching to Kiswahili. **(Exit FGD 2 21st September, 2021)**

Student G: For me it has improved my English. *(With finality)* I... I used to say that English are for the people in in states, so I was just saying like eeer (sic) I'll be revising English...When exams come. but for now, I just take my book and start reading English. Even my desk mate complains about me the way I speak English throughout, she's like.....eh!, no, this is not you. You're changing too much. You should stop a bit speaking in English, but. **(Exit FGD 2 21st September 2021)**

I attribute the improved communication skills to the more class time available for active learning they engaged in. Most of their learning activities primarily featured pair and group work which provided them with opportunities to talk, share, and express themselves to each other. This allowed the learners to become accustomed to speaking in English and so gain confidence thereby improving their speaking skills. This finding is similar to that of Phoeun and Sengsri (2021b), who reported that the flipped classroom

not only enhanced learners speaking ability but also helped change their attitude towards learning English. Further, Richards (2005, p. 18) points out that when teachers place emphasis on pair and group work, learners stand to gain the following benefits: hearing the language used by other members of the group can help them learn, they are able to produce, they will use more language in these activities than they would in a teacher centered classroom and they get the opportunity to develop fluency.

5.5.5 Better Understanding of Concepts

Findings show that students understand concepts much better in a flipped classroom. This can also be attributed to the multiple modes of learning that are made possible by the use of the flipped classroom approach. On one hand we have the pre-class video preparing learners for deeper learning in class, and class time where most of the time students answering each other's questions, explaining, and persuading each other to reach a consensus. Boud and Cohen (2014), state that students learn more when they explain their ideas to others and participate in activities where they can learn from their peers. Similarly, extensive use of active learning strategies leads to more academic gains (Connell et al., 2016). Several learners in the focus group discussion claimed that they understood the concepts better.

Student E: So... me me.. (sic) what I enjoyed the most while we were learning English was the group discussion and the way you taught us the descriptive writing. It was really nice and **I understood it much better on how to write.** It helped me on how to write my own. It helped me write my own story. What I could imagine, I could describe much better and in group discussion.... I loved the way we explained... as in the way we explain to each other, it is really nice, and one **can understand much better.**

Student F: For me, it was the computer lab holds when we watch videos on YouTube. See eer (sic) the teachers have different way of explaining things to students and the videos we watched gave us different perspectives. It gave us their different perspective on how to explain the topic or the concepts In different ways

and the several videos made it even better for understand ... understanding because. Uh, coz the way they taught and used different pictures and the little noodles It made it easier **to understand and create** a vivid image on how to help you and remember. (Exit FGD 2 21st September 2021)

This is consistent with the observation I made that more class time was left to focus on the higher order skills that include application, analysis, evaluating and creating. I guided and supervised their application of the knowledge that had gained from the pre-class activity. When students encountered a difficulty, they called for assistance by raising their hand.

Another indication that the students had understood the concepts was in the after class individual exercises that I gave out. I noted that the students were getting the questions correctly. This can also be attributed to what a learner described in lesson exit slip, "I can rewind as many times as possible and understand much better without struggling. (lesson exit slips 16/09/2021)

Another student added passionately that the flipped learning had greatly helped,

Student G: For me this flipped classroom has really helped me so much with my English (*the passion in her voice. The strong conviction of the way the flipped classroom has helped her.*) and the way my fellow (sic) has said about the gadgets. We should like come with them from home I really support that because for me...when I watch something I will get it faster than being than being taught by my teacher or and the way we have been grouped. I really understand my classmates better than the teacher because the teacher sometimes uses. yeah, uh-huh. Hard Vocabulary and for me I don't like those hard vocabularies. I want something simple that's going to make me understand better. And when you're making fun in the in the groups, I'll remember. Like when the exams come, I'll be like my friend said this and this this particular time so. It'll be better. **(FGD 2 21ST September 2021)**

This findings concurs with Vygotsky 1978 who argued that if learners are to attain mastery of content exhibited by their ability to internalize and eventually apply

them to new situations, they should be allowed interactions with the more knowledgeable other (Pritchard & Woollard, 2013). This was also well captured by the learner who commented that “being taught by your peers is more understandable than the other methods.” (Lesson exit slips 16/09/2021)

In the next chapter, I give a summary of the study findings and their implications.

CHAPTER SIX

SUMMARY OF KEY FINDINGS, IMPLICATIONS, RECOMENATIONS AND CONCLUSION

6.0 Introduction

In this chapter, I present a summary of the key findings of the study and discuss the implications of this study for practitioners particularly ESL teachers. I further make recommendations for research and practice based on the major findings of the study. I conclude the report by making a summary of the whole study.

6.1 Key findings

In this section, I provide a summary of the key findings of the study. To achieve this, I draw a link between the research questions and the findings that emanate from the study.

First, the study findings indicate that the flipped classroom approach can be used to teach English by first conducting an orientation of the flipped classroom approach to the learners. The orientation includes explaining the concept of the flipped classroom approach, the basic tenets and a demonstration on how to access content online. Further, the learners should be made aware that while watching the instructional videos, they are free to replay, pause or forward at certain points. The learners are also required to watch the instructional videos critically and take notes.

During the class, the teacher uses the freed-up class time to engage the learners deeply with the content. For the success of the lesson, the teacher should start by finding out if the learners watched the video and then address any questions they may have.

Thereafter, the teacher engages students with the content through student centered active learning activities such as group discussions, role play and peer teaching. For this study, three active teaching strategies were employed: a carousel activity, group work and role play.

After class teacher can give a follow up assignment. The learners may be required to the task individually and submit to the teacher for feedback.

6.1.1 Current Methods of Teaching English

The syllabus and the coursebook expect learners to be provided with authentic opportunities to interact with the language both inside and outside the class, calling for use of audio-visual materials such as audios, video tapes and the internet. However, language teaching in the study context was largely through lecture method. Learners have limited opportunities to engage and participate in the teaching and learning process. Findings suggest that learners tolerate this kind of teaching method and are yearning for a chance to participate in the teaching and learning process. Non participative lecture method is detrimental since it does not lead to retention of content (Freeman et al., 2014).

In addition, the study finds that there is low integration of ICT in the study context. This was attributed to time constraints and lack of technological know-how. This implies that teachers of language need to be taught how to integrate ICT. By failing to integrate technology in the teaching and learning process, learners are denied the opportunities offered by technology like building a good learning environment. The participants' description of the use of technology as being out of the ordinary in school and the videos helped enhance their memory. Technology also provides for multimodality which refers to the employment of images, sounds, texts, gestures, and technology in the teaching and learning process. These prompted the intervention through the use of the flipped classroom approach.

6.2 Factors that facilitate the use of the flipped classroom approach in the teaching of English

This study found that there several considerations that favor the usage of the flipped classroom approach in teaching English. The factors include proper lesson planning, Close class monitoring, an accountability mechanism to guarantee that the learners that have completed the out of class activity and teacher's technological competence.

A successful flipped classroom relies heavily on a good lesson plan. It is during the lesson planning process that one will identify the active learning strategies to employ during the freed class time. The active learning strategies are the backbone of the flipped

classroom. These are what will enable learners to engage deeply with the subject content for deep learning.

6.3 Factors that Hinder the use of the Flipped Classroom Approach

The study established lack of access to ICT infrastructure as a great hindrance to implementation of the flipped classroom. Despite the limited number of computers that were fully functional, the learners appreciated and suggested that they be allowed to bring their own devices. In addition, flipped classroom can be time intensive. The teacher needs to spend a considerable amount of time preparing the flipped material and another considerable amount of time required to implement some class activities (Roehling, 2017). This can be ameliorated by proper planning.

6.4 Benefits of the Flipped Classroom Approach

The study established that there are various benefits attributed to the use of the flipped classroom approach in the teaching English. These include improved attitude towards English, learner inclusion, provides for collaborative learning and lastly leads to better understanding of concepts.

Overall, the participants expressed overwhelming support for the flipped classroom approach terming it as “advanced and technological.” This method of teaching matches the interests of the 21st century learners (Hsui-Ting Hung, 2017). The strategy permits for an extended range of learning activities during class time.

6.5 Implications of the Study

6.5.1 Teacher’s Pedagogical Practices

Findings indicate that flipped classroom approach leads to better understanding of concepts. Consequently, teacher’s pedagogical practices should be aligned with the ubiquitous digital technology and learner centered methods of teaching. Teachers should be facilitators who assist students to construct their own learning. Emphasis should be placed not on the teacher but the student’s activities. This calls for teachers to embrace active learning strategies to ensure all learners are involved in the teaching learning process. In an effective language classroom for example, classroom interaction is essential. Students today anticipate a minimum of moderate usage of technology as well

as other types of active learning strategies that allow for inclusive and cooperative learning. The generation of students has changed and so should our teaching methods.

The study findings indicate learner inclusion, as a result, there is need for teachers to critically examine their own practice. This means systematic reflection on practice. This calls for a constant review of what has been done and make decisions about the possibility of making revisions for the future. This can be done through self-evaluations, peer observations, daily reflective journals written either individually or with a collaborative peer.

6.6 Recommendations

6.6.1 For Further Research

This study was bound to only one secondary school in an urban area. Henceforth, I recommend action research to be carried out with a bigger sample of schools from both the rural and urban area and schools of both genders. This will make it possible to generalize findings on the opportunities afforded to learners by use of the flipped classroom approach as a pedagogy for teaching English.

6.6.2 For Practice

The study recommends professional development of teachers on new pedagogical practices that are in tandem with the current generation of students. In addition, teachers need to hone their technological skills so that they are comfortable with use of ICT in the teaching and learning process. The Ministry of Education should ensure that schools are endowed technologically and further explore introducing a national policy that allows learners to bring their own devices to school. This can help leverage on the use of mobile technology as a powerful tool for learning. Further, schools should ensure students have free access to the computer laboratory not only for students taking computer studies but also for computer assisted lessons in all the other subjects.

6.7 Conclusion

This study explored the use of the flipped classroom approach in the teaching of English in a public secondary school in Nairobi, Kenya. Findings indicate that the use of the flipped classroom approach improves learners' attitude towards English, takes care

of learners individual learning style, ensures all learners are engaged in the learning process, provides for collaborative learning, and lastly, leads to a better understanding of concepts. Further the study highlights factors that facilitate hinder the use of the flipped classroom approach with suggestions on how to ameliorate the challenges. Finally, the study makes recommendations for further teaching and research practice.

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APPENDIX A: ENTRANCE INTERVIEW GUIDE

Date: _____

Institution: Secondary school

Interviewee: Collaborating Teacher

A-Introduction

As part of my research project on the exploration of the use of the flipped classroom approach in teaching English in a public secondary school in Kenya, I need to understand how you teach English in your class and how you think your learners' uptake of the subject is. In order to achieve this, I will interview you for not more than 45 minutes. Thank you for agreeing to take part in this interview.

B- Sample Questions

1. Tell me about yourself. Your name, designation in the school, how long you have been teaching English?
2. How do you usually teach English? What methods of teaching do you employ? Why?
3. How do you think your students view English as a subject? Do they enjoy the lessons? Why?
4. How would you generally describe your students' performance in English? (Probe for reasons).
5. Do you think that English requires specific ways of teaching and learning? Why?
6. Which ways do you think enable teaching and learning of English in Secondary schools? Why? Why do you think that those ways are useful?
7. Have you ever used any of those ways of teaching and learning?
8. Could you tell me more about your personal experience with those ways?
9. What about use of technology in your English classroom. Do you integrate ICT in your classes? If yes, how have you been doing it?
10. Do you think integration of ICT in the classroom is beneficial? If yes, how?
11. Do you use video in your classes?
12. How do you think teachers of English Language can involve learners actively in their classroom?
13. Do you know about the flipped classroom approach to teaching? If yes, have you ever used it?

Thank you for your cooperation.

APPENDIX B: ENTRANT FOCUS GROUP DISCUSSION (F.G.D) GUIDE FOR LEARNERS

A- Introduction

As a part of my research project on the use of the flipped classroom approach in the teaching of English in which you assented to participate; I need to get your views about how you learn English. Thank you for agreeing to participate in this study.

B- Sample questions

1. Let us begin with introductions. Your names please?
2. English has four areas namely reading, writing, listening, and speaking. Which area do you find most interesting and engaging and why?
3. What makes you enjoy your English lessons?
4. What do you enjoy least about your English lessons?
5. Do you use any digital device in your English Classroom? (Probe further.)
6. Do you use videos in your English lessons?
7. Do you engage in Imaginative writing tasks? How frequently?
8. Is there anything you wished was done in class to help you learn English better?
9. Is there anything more you would like to tell me about how you are taught English?

APPENDIX C: POST INTERVENTION FOCUS GROUP DISCUSSION FOR LEARNERS

Preamble

In our class we have learnt English through the use of the flipped classroom approach in the teaching of English. I am happy to discuss with you at this time, the benefits of using this method in the teaching and learning English, I would request all of us to contribute freely during this discussion

This discussion should last approximately 40 minutes and each of us has been granted the opportunity to freely share their opinion. /

Questions

1. Kindly share with me what you enjoyed most during my lessons? [Each of the students should be given a chance to say what they enjoyed and reasons should be probed]
2. Is there anything you did not enjoy about my lessons? (Each student to be granted a chance to say what they disliked during the lesson and explanations to be probed)
3. What are some of the things we did during my lessons that are similar to what you did in your previous English lessons? What are different? [each student to give opinion freely but probe for reasons]
4. What do you feel about learning English frequently in the way that I taught you? [Each student to give their feeling concerning the potential to change their attitude and performance]
5. Kindly share with me the difficulties you experienced while learning English during my lessons [each learner will be given the opportunity to share difficulties experience].
6. Having experienced my teaching, what do you think are some challenges you are likely to experience if you are taught in this way frequently?
7. Any general comment you would like to make?

Thank you so much for your time and participation

APPENDIX D: POST INTERVENTION INTERVIEW GUIDE WITH THE COLLABORATING TEACHER

Semi structured interview guide of the critical friend/ collaborative teacher (end of 2nd cycle)

A Introduction

As part of my research project on the use of the Flipped classroom model in teaching English, in which you consented to participate, I wish to get your views on the whole research project. In order to achieve this, please participate in the interview. I will be grateful for your cooperation.

B QUESTIONS

1. For record purposes, please state your name and designation in the school.
2. Having observed me teach for the past four weeks, what do you think about the use of the flipped classroom approach in teaching of English? Probe for examples.
3. What do you think was the impact of the strategies I used on learners? Why?
4. Are there any benefits the students gained by learning English using the strategies I used? (Probe for reasons).
5. What do you think students found challenging about my teaching approach? Probe for reasons and examples?
6. If you were asked to teach using the strategies that I used, do you think you would be able to do so? Why?
What about your colleagues in the department, would be they be able to teach too? Probe for reasons.
7. Do you think the strategies I used can be used to teach English in other classes other than Form Two? Why?
8. If you and your colleagues throughout the school were to teach using the strategies I used, what kind of support would you require so as to be successful at it?
9. What challenges do you think you might encounter? How would you try to address them?
10. In your opinion how effective is the flipped classroom in an English classroom?
11. Has using the model changed your ideas about teaching English. How?
12. Let us talk about your role as my critical friend during this study. Can you briefly describe what you saw your role as? Probe for examples and reasons.
13. What did you like about the way we worked? Why?

In your opinion how effective is the flipped classroom in an English classroom?

1. Has using the model changed your ideas about teaching English. How?
2. Let us talk about your role as my critical friend during this study. Can you briefly describe what you saw your role as? Probe for examples and reasons.
3. What did you like about the way we worked? Why?
4. What did you find challenging? Why?
5. Is there anything you wish I had done differently? Why?
6. How can the challenges be addressed?

Thank you for your time and cooperation.

APPENDIX E: LESSON OBSERVATION PROTOCOL

Observer:.....

Lesson topic:.....

Lesson sub-topic:.....

Class:.....Number of Learners:.....Date:.....

Name of the teacher (Pseudonym):.....

Areas of focus	Areas of Observation	Notes
Lesson Introduction	Lesson objectives stated and they are SMART	
	Lesson active teaching activities well planned prior to the lesson	
	Availability of active teaching and learning resources	
Lesson presentation	Strategies used to engage the learner.	
	Learner activities that enhance their participation	
	Teaching resources used and their ability to engage learners	
	Do the teaching/ learning strategies used spark learner interest	
Lesson evaluation		

**APPENDIX F: LESSON OBSERVATION SCHOOL PROTOCOL DURING THE
INTERVENTION STAGES TO BE USED BY THE RESEARCHER AND THE
CRITICAL FRIEND**

Observer:.....

Lesson topic:.....

Lesson sub-topic:.....

Class:.....Number of Learners:.....Date:.....

Name of the teacher (Pseudonym):.....

Action	Learner Action	Analysis and Interpretation
Use of the flipped classroom approach in Teaching English		
Methods of teaching used during the study		
Learner Participation activities during the lesson		
Lesson Evaluation		

APPENDIX G: DOCUMENT ANALYSIS PROTOCOL

Date: _____

Document	Document purpose	Notes
English Curriculum	Objective of the curriculum and English subject	
Form two syllabus	Objectives of form two English, teaching and learning activities	
Schemes of Work	Teaching and learning activities, resources and instructional materials used, remarks and references	
Lesson plans	Lesson objectives, activities.	
Form 2 teacher guides	Learning activities, teaching methods, resources	
Form two course books	Content areas	
Course reference books	Learning activities	
Form two student exercise books	English notes, learners exercises	
Exam papers and reports	Analysis of exams and, performance reports.	

APPENDIX H1: LESSON EXIT SLIP

LESSON EXIT SLIP

Lesson: English Class: 2 East
 Date: 13/9/2021 topic Indefinite pronouns Sub Topic _____

Give your genuine and sincere responses to the following questions

1. Write one thing you learnt today

We learnt about Indefinite pronouns.

2. How do you feel about today's lesson?

I feel the teacher really helped us in today's lesson for the flipped classroom and I would love to experience the more of this if its possible

3. Which part of the lesson did you find interesting?

When we were able to go to the lab, watch the video on indefinite pronouns then come back to class in groups and discuss among ourselves what we understood from the previous classroom.

4. Briefly explain what made it interesting

When we sat in groups and were brainstorming our ideas on the topic and presented our work very well.

5. Write one thing you did not like or did not understand in the lesson.

Nothing, I comprehended everything.

6. How do you view the use of the flipped classroom approach in the teaching of English in this lesson?

I think its a very good idea and fascinating in the sense that we as students are able to engage more and help each other out and the watching of the video is a fun learning activity.

7. Write one advantage of this method of teaching over other methods of teaching.

We are able to watch the video and if not understood we can pause and replay the video

APPENDIX H2: LESSON EXIT SLIPS

LESSON EXIT SLIP

Lesson: _____ Class: _____

Date: _____ topic _____ Sub Topic _____

Give your genuine and sincere responses to the following questions

1. Write one thing you learnt today

Today, I learnt about Indefinite pronouns.

2. How do you feel about today's lesson?

It was enjoyable, fun and interesting.

3. Which part of the lesson did you find interesting?

The part when we got to view and read each group's ideas on the lesson that we got to teach ourselves after the help of the teacher.

4. Briefly explain what made it interesting

By the way we got into groups and discussed about today's lesson on Indefinite pronouns and also getting to share ideas.

5. Write one thing you did not like or did not understand in the lesson.

Through the group activity that we carried out I understand the topic much better since we got to share ideas amongst ourselves.

6. How do you view the use of the flipped classroom approach in the teaching of English in this lesson?

It is interesting that's for sure and one gets more information from different sources.

7. Write one advantage of this method of teaching over other methods of teaching.

This method of teaching makes one to participate and also to become more active during the lesson as compared to where the teachers just reads everything from the book make many students to sleep during the lessons are going on.

APPENDIX I: INFORMATION SHEET

Study Title: Exploration of the use of the flipped classroom approach in the teaching of English in a public school in Kenya.

Name of Researcher: Ovin Nyakango Nyarango

Sponsor Institution: Aga Khan University, Institute for Educational Development, East Africa

Purpose of the Study: The study intends to establish the possibilities, affordances, and challenges of using the flipped classroom approach in the teaching of English.

Nature of the Study:

The study will be a participatory Action Research lasting about 4 weeks. The participants will be me, one form two teachers of English and a form two stream. From the form two stream, 10 students of mixed ability to participate in a focus group discussion. Working with the participating teachers, we will collaboratively teach the entire class of the selected stream during the study.

Additionally, I will analyze Schemes of work, reference books used, chemistry syllabus and the collaborating teachers' lesson plans. |

I will collect information from the participants through interviews, which will be recorded using audio recorders. Data obtained from the study will be used strictly for the purpose of the study and will be treated with utmost confidentiality. Participating in the study will be purely voluntary. There's no risk involved in this study except using a few minutes of the teachers' and learners' busy schedules during the interview and Focus Group Discussions. However, by participating in the study, the teachers may learn more strategies for teaching English.

Reciprocity:

I will share the findings with teachers of English Language and the school management.

Additionally, I will teach the English lessons during the study period.

Right of Refusal to participate and withdrawal

You are free to choose to participate in the study. You may refuse to participate without any loss of benefit which you may otherwise be entitled to. You may also withdraw at any time of study without any adverse effects on the management of your school or any loss of benefit which you are otherwise entitled to. You may also refuse to answer some or all of the questions you do not feel comfortable with the questions.

The information obtained from your school will remain confidential. Nobody except the principal investigator will have access to it. The name and identity of your school and students will also not be disclosed at any time. However, the data may be seen by the Ethical Review Committee and may be published in a journal and elsewhere without giving your name or disclosing your identity.

You will be asked to sign a consent form to indicate your voluntary participation. You will receive a copy of the form. Your consent does not take away any legal rights in the case of negligence or other legal fault of anyone who is involved in this study. Nothing in the consent form is intended to replace any applicable national, state or local laws.

Sign of the Researcher..... Date.....

For further questions, you may contact Principal investigator Ovin Nyakango phone no: +254 723 827 658

In case of any breach of ethics, kindly inform the Chairperson of Aga Khan University Ethical review committee through the contact information below.

Dr. Fortidas Bakuza,

P.O Box 125 Dar es Salaam.

Tel: +255 22215229 / 2150051

E-mail: Fortidas.bakuza@aku.edu

APPENDIX J: CONSENT FORM FOR TEACHER COLLABORATING TEACHER

Research topic: Exploration of the use of the flipped classroom approach in the teaching of English in a public secondary school in Kenya.

I have been informed of the requirements of the study and fully understand what will be expected of me as a participant.

I therefore agree to participate in this study with the following conditions. Put a (✓) tick as appropriate against each statement.

- The purpose of the study and my role as a participant has been explained to me.
- My identity as a researcher participant will remain confidential and my name and the name of the school will not be used at any point in the research or in reporting the findings.
- I maintain the right to withdraw from the study at any point in time.
- I will be interviewed as part of the study.
- My voice can be recorded during my interview.
- My class can be observed when I am teaching English.
- My records (schemes of work, lesson plans and records of work) can be analyzed for this study.
- I hold the right to refuse to answer any question.
- I will receive the summary of the final report of the study.
- Findings of this study may be used in conference presentations and in academic publications.

I express willingness to participate in this study by signing this form.

Name:.....Designation:.....

Signature:.....Date:.....Name of school:.....

Researcher's Name: **Ovin Nyakango** Researcher's Signature:.....|.....

Researcher's contact: +254 723 827 658

APPENDIX K: CONSENT FORM PARENT/GUARDIAN OF MINOR

Research topic: Exploration of the use of the flipped Classroom approach in the teaching of English in a public secondary School in Kenya.

I have been informed of the requirements of the study and fully understand what will be expected of me as a participant.

I therefore agree to be amongst the participants in this study with the following conditions. Put a (✓) tick as appropriate against each statement.

- The purpose of the study has been explained to me.
- The identity of my child/students as a research participant will remain confidential and his/her name and the name of the school will not be used at any point in the research or in reporting the findings.
- My child/student maintains the right to withdraw from the study at any point in time.
- My child/student will not be judged by any answer that he/she gives.
- My child/student will participate in focus group discussions.
- The voice of my child/ student may be recorded during focus group discussions.
- My child's/student's English exercise book will be checked.
- My child/student holds the right to refuse to answer any question.
- My child/student will complete a test.
- A summary of the final report of the study will be shared with the school.
- Findings of this study may be used in conference presentations and in academic publications.

I express willingness for my child/student named _____ to participate in this study by signing this form.

Name of the parent.....Signature:.....Date:.....

School:.....

Researcher's Name: **Ovin Nyakango** Researcher's Signature:.....

APPENDIX L: ASSENT FORM FOR LEARNERS

I have been given full information on the aim, the purpose and my participation in the study by the researcher from Aga Khan University, Institute of Educational Development, East Africa.

I therefore agree to be amongst the participants in this study with the following conditions. Put a (✓) tick as appropriate against each statement.

- The purpose of the study has been explained to me.
- My identity as a research participant will remain confidential and my name and my responsibility/role in the school and the name of the school will not be used at any point in the research or in reporting the findings.
- My exercise books for English will be checked
- I maintain the right to withdraw from the study at any point in time.
- I will participate in a focus group discussion.
- My voice can be recorded during my interview.
- I will complete a test.
- I have been briefed verbally and in writing about the purpose and duration of the study.
- My parent/guardian has given consent on my behalf.

By my signature I agree to be a participant in this study.

Name: _____ Name of Institution _____

Signature of participant: _____ Date: _____

Researcher's Name: **Ovin Nyakango** Researcher's Signature:.....

Researcher's contact: +254 723 827 658 |

Name of Institution: The Aga Khan University, IED, EA.

APPENDIX M1: ETHICAL CLEARANCE CERTIFICATE



THE AGA KHAN UNIVERSITY

Ref.: AKU-IED, EA/2021/168/fB

Date: August 20th, 2021

Ovin Nyakango Nyarango,
Aga Khan University,
Institute for Educational Development East Africa (IED EA),
P.O Box 125,
Dar es Salaam,
Tanzania.

ETHICAL CLEARANCE CERTIFICATE

Dear Ovin Nyakango Nyarango,

This is to certify that your research project entitled "*An exploration of the use of the flipped classroom approach in teaching English in a public secondary school in Nairobi Kenya.*" undertaken as part of the dissertation project in the master of education program at IED EA has been approved for Ethical Clearance.

Yours Sincerely,

Dr. Fortidas Bakuza
Chair ERC - Tanzania

Cc: Dissertation Supervisor: Dr. Shelina Walli

**APPENDIX M3: AUTHORIZATION FROM THE REGIONAL DIRECTOR OF
EDUCATION**



Republic of Kenya
MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone; Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

REGIONAL DIRECTOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

When replying please quote

Ref: RDE/NRB/RESEARCH/1/65 Vol.1

DATE: 7th September, 2021

Mr. Ovin Nyakango Nyarango
Aga Khan University

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on the topic: *"An Exploration of the Use of the Flipped Classroom Approach in the Teaching of English in A Public Secondary School in Nairobi, KENYA."*

This office has no objection and authority is hereby granted for a period, ending **6th September, 2022** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the County you intend to visit.


JAMES KIMOTHO
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI.



Copy to: Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI.

**APPENDIX M4: AUTHORIZATION LETTER FROM THE SUB-COUNTY
DIRECTOR OF EDUCATION**



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION**

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 0202453699
Email: deomakadara@gmail.com
When replying please quote:
REF: MAK/EDU/FSS/43/VOL.1/80

Sub-County Director of Education
Makadara Sub County
P.O.BOX 74629- 00200
NAIROBI

8th September, 2021.

Ovin Nyakango Nyarango
Aga Khan University.

The Principal,
[REDACTED] School.

RE: RESEARCH AUTHORIZATION

This office is in receipt of a letter from both the National Commission for Science, Technology and Innovation (NACOSTI) Ref.No.872613 and Regional Director of Education Nairobi Ref No. RDE/NRB/RESEARCH/1/65 VOL.1 regarding research authorization in Nairobi County on the topic "*An Exploration of the use of the Flipped Classroom Approach in the Teaching of English in a Public Secondary School in Nairobi, Kenya*".

This office has no objection and authority is hereby granted for a period ending 6th September, 2022 as indicated in the request letter.

Kindly, accord the bearer of this letter the necessary assistance he may require.

Sande Andrew
For Sub-County Director of Education.
MAKADARA.

C.C : Regional Director of Education,
NAIROBI.

**APPENDIX M5: AUTHORIZATION FROM REGIONAL DIRECTOR OF
EDUCATION**

TEACHERS SERVICE COMMISSION

Telephone: Nairobi 020-2361752
Email: cdirnairobi@tsc.go.ke
nairobiregion.hqs@gmail.com
When replying please quote



TSC NAIROBI REGION
NYAYO HOUSE 14TH FLOOR
P.O BOX 49416 - 00100
NAIROBI, KENYA

Ref. NR/TSC/RA/51/47

Date: 8th September, 2021

✓ Ovin Nyakango Nyarongo
P.O Box 85 - 30601
NAIROBI

**RE: PERMISSION TO CONDUCT A STUDY AT [REDACTED] GIRLS'
OVIN NYAKANGO NYARONGO TSC/557701**

Reference is made to your letter dated 8th September, 2021 requesting to be assigned a form two class at [REDACTED] Girls Secondary for a period of one month to undertake a study titled "An exploration of the use of Flipped Classroom Approach in the teaching of English in a Public Secondary School in Nairobi, Kenya"

Permission is hereby granted to undertake the study. You are required to submit a report at the end of the study to our office. Similarly, the Principal Buruburu Girls is required to also send a report to our office.

JANE NJAGE
TSC REGIONAL DIRECTOR
NAIROBI



Copy to

- The Secretary/CEO
Teachers Service Commission
- The Principal
[REDACTED] Girls Secondary

APPENDIX N1: LESSON PLAN: INDEFINITE PRONOUNS**LESSON PLAN**

TOPIC	Pronouns
SUB-TOPIC	Indefinite Pronouns
CLASS	Form 2 East
NO. OF STUDENTS	56

LESSON OBJECTIVES
By the end of the lesson, the learners should be able to:
<ol style="list-style-type: none"> 1. Define indefinite pronouns 2. List examples of indefinite pronouns 3. Construct grammatically correct sentences using indefinite pronouns indefinite pronouns.
Students out of class learning resource
<p>Students to view video found at: https://www.youtube.com/watch?v=gaMFyEravAs&t=165s and https://www.youtube.com/watch?v=NFEGZgLSfT4 <u>An additional reading material provided.</u></p>
Students out of class learning activity
<p>Learners to make notes in their exercise books.</p> <ol style="list-style-type: none"> 1. What is an indefinite pronoun? 2. List example of indefinite pronouns
Classroom Activity
<p>0-5 minutes:</p> <p>Ensure all learners had access to the pre-class content by asking and have a brief overview of the pre-class content.</p> <ul style="list-style-type: none"> - Break students into groups - Distribute Manilla papers <p>25 Minutes</p> <p>Present guidelines for the group activities</p> <p>Using the guidelines presented, learners are to come up with sentence from each category of indefinite pronouns.</p> <p>Each group to capture their sentences on the manila papers.</p>

After finishing with each category of indefinite pronouns, each group to display their work on the wall round the classroom

10 minutes

Learners to walk round each group to read the different sentences that have come from the different groups.

Ensure the sentences are grammatically correct.

Note down some of the sentences they find interesting that they will present to the whole class.

5 Minutes

Briefly go over the lesson and address any further questions.

Formative assessment

Walk round the class to answer individual and group questions.

Assess the learners sentences

Read the sentences from the different groups to ensure

Summative Assessment

Class assignment from the Coursebook

APPENDIX N2: LESSON PLAN: PRIMARY AUXILIARY VERBS

LESSON PLAN

TOPIC	VERBS
SUB-TOPIC	PRIMARY AUXILIARY VERBS
CLASS	FORM 2 EAST
NUMBER OF STUDENTS	56

LESSON OBJECTIVES
By the end of the lesson, the learners should be able to:
<ol style="list-style-type: none"> 1. Define primary auxiliary verbs 2. List examples of primary auxiliary verbs under the three forms be, have and do 3. List the functions of the primary auxiliary verbs 3. Construct grammatically correct sentences using indefinite pronouns indefinite pronouns.
Students out of class learning resource
Students to view video found at: (https://youtu.be/Z3gN4_EFQZI)
Students out of class learning activity
Learners to make note on their exercise books. <ol style="list-style-type: none"> 1. What is a primary auxiliary verb? 2. Write down the functions of primary auxiliary verbs? 3. Use primary auxiliary verbs correctly in sentences?
Classroom Activity
<p>0-5 minutes:</p> <p>Ensure all learners had access to the pre-class content by asking and have a brief overview of the pre-class content.</p> <ul style="list-style-type: none"> - Ask if learners have any questions - Break students into groups - Present guidelines on the group work <p>25 Minutes</p> <p>Learners discuss the uses of primary auxiliary verbs and construct grammatically correct sentences.</p> <p>10 minutes</p> <p>Each group is given a chance to present the sentences they have come up under the different uses of primary auxiliary verbs.</p> <p>5 Minutes</p> <p>Briefly go over the lesson and address any further questions.</p>
Formative assessment
<p>Walk round the class to individual groups to answer student questions.</p> <p>Read the sentences from the different groups to ensure they are grammatically correct</p>

Summative Assessment

Class assignment from the Coursebook- Integrated English Book 2 and Excelling in English Book 2

APPENDIX N3: LESSON PLAN- NON-VERBAL COMMUNICATION SKILLS

LESSON PLAN

TOPIC	Listening and Speaking Skills
SUB-TOPIC	Non-Verbal Skills used in Communication
CLASS	FORM 2 EAST
NUMBER OF STUDENTS	56

LESSON OBJECTIVES
By the end of the lesson, the learners should be able to:
<ol style="list-style-type: none"> 1. Define non-verbal skills used in communication 2. List down examples of non-verbal skills used in communication 3. Use non-verbal skills in communication
Students out of class learning resource
<ul style="list-style-type: none"> ▪ Students to view video found at: https://www.youtube.com/watch?v=u_0lySVFOrY ▪ Further learners are provided with a reading material that contains a conversation between Waka and Mundia.
Students out of class learning activity
Practice the conversation between Waka and Mundia and choose who will dramatize on behalf of the group. Each group will dramatize in the next class. Marks will be awarded on each and the winning group will be rewarded.
Classroom Activity
<p>0-5 minutes: Ensure all learners had access to the pre-class content by asking and have a brief overview of the pre-class content.</p> <ul style="list-style-type: none"> - Ask if learners have any questions - Break students into groups - Present guidelines on the group work <p style="padding-left: 40px;">Select judges for that will award. Volunteer students to act as judges</p> <p>15 minutes The group meets to discuss the rubrics and identify members from the group that will take part in the role play. The rubrics contain the different non-verbal cues. Learners will identify and give an example of each. Group conducts a brief rehearsal</p> <p>40 minutes Each group comes forward and dramatizes the conversation between Waka and Mundia.</p>

<p>The selected judges will grade each group. Each group will have 3 minutes. 20 minutes Judges give the results The teacher will give a summary of the lesson by giving an overview of non-verbal skills used in communication.</p>
Formative assessment
Take notes from each performance and give a commentary
Summative Assessment
Class assignment from the Coursebook

APPENDIX N4: PRE-CLAS READING MATERIAL FOR NON-VERBAL COMMUNICATION SKILLS

FORM 2 EAST

LISTENING AND SPEAKING

NON-VERBAL SKILLS USED IN COMMUNICATION

In the conversation that follows, Waka is trying to convince Mundia to join her for the heart run. When we are trying to convince someone to do something, we do not only use our voice, we can use our bodies to communicate definite messages without even uttering a single word. The use of means of communication other than the voice is referred to as non-verbal communication.

Practice the following conversation and choose who will dramatize on behalf of the group. Each group will dramatize in our next class. Marks will be awarded and the winning group will be rewarded.

Waka: Mundia, will you please join me on Saturday for the heart run?

Mundia: I am sorry, I won't be available. But what is heart run anyway? Might you be chasing after someone's heart?

Waka: Don't tease me, Mundia I am talking about running to save a heart.

Mundia: And how can you possibly do that?

Waka: Every year an organization known as the Heart-to Heart Foundation organizes a heart run. This is an event where people run to raise money that is used to save the lives of poor children suffering from heart diseases.

Mundia: That sounds like a noble thing. I think I should get involved.

Waka: Of course, you should! The heart run not only saves the lives of the poor children but will help to save your life!

Mundia: What do you mean?

Waka: As you run, you exercise your body, and this helps to keep you healthy particularly your heart.

Mundia: I promise to reorganize my weekend program and join you.

Waka: Thanks. I knew I could count on you.

APPENDIX N5: ASSESMENT RUBRIC FOR LESSON ON NON-VERBAL COMMUNICATION SKILLS

ASSESMENT RUBRIC

Award Marks on a scale of 1-5

GROUP NUMBER: _____

GROUP MEMBERS: 1. _____ 2. _____ 3. _____

4. _____ 5. _____

Category	Score (1-5)	Comment
A Visible Non Verbal Cues		
Facial expressions – A facial expression is the look (On a person’s face) that conveys an emotion such as fear or joy.		
Head movements- Nodding of the head generally shows approval or agreement while shaking of the head shows disapproval or disagreement.		
Posture- This is the position of the body. An upright posture, for example, can communicate alertness.		
Hand movements (gestures) such as wagging of the finger to indicate a warning.		
B. Non-Verbal cues to do with what we hear, such as the quality of the voice for example, loudness, highness, or lowness of the pitch. These may communicate excitement, boredom and so on.		
Tonal Variation may be an indicator of the confidence of the speaker.		
C. Other behaviors such as		
Pauses and hesitations that may indicate shyness or lack of knowledge.		
General appearance: Clothing, hairstyle, ornaments and general grooming may make an audience judge a speaker. This in turn influences the attention of the audience.		
Time Management		
Total		

Key

5 -Excellent

4 -Very good

3 -Good

2 -Fair

1 -Needs improvement

APPENDIX N6: LESSON PLAN FOR DESCRIPTIVE WRITING

LESSON PLAN

TOPIC	Writing
SUB-TOPIC	Descriptive writing
CLASS	Form 2 East
NO. OF STUDENTS	56

LESSON OBJECTIVES
By the end of the lesson, the learners should be able to:
<ol style="list-style-type: none"> 1. Define descriptive writing 2. Write down words (adjectives/adverbs) that are used in descriptions 3. Use the words in sentences and develop a descriptive paragraph of a person/ place/ an event.
Students out of class learning resource
Students to view video found at: https://www.youtube.com/watch?v=DQpIG_M_I-A
Students out of class learning activity
<p>Learners to make note on their exercise books.</p> <ol style="list-style-type: none"> 1. What is descriptive writing. 2. Write two sentences to describe your school.
Classroom Activity
<p>0-5 minutes:</p> <p>Ensure all learners had access to the pre-class content by asking and have a brief overview of the pre-class content.</p> <ul style="list-style-type: none"> - Break students into pairs - Distribute the story “Letters to my sisters by” by Fatmata Contenth. <p>30 Minutes</p> <p>Learners will read the first two pages of the story and identify instances of vivid description.</p> <p>They will break down the sentences and identify the adjectives and adverbs that bring out the description.</p> <p>Each group will present an instance of vivid description from the story and elaborate on it.</p> <p>5 Minutes</p> <p>Briefly go over the lesson and address any further questions.</p>
Formative assessment
Walk round the class to answer individual and group questions.

Summative Assessment

Class assignment from the Coursebook.

In pairs, Learners to write a paragraph describing their village or home estate.