



Effects of Teaching English-Writing Skills in a Flipped Classroom: An Analysis of ESL Teachers at Tertiary Level in Bangladesh

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DOI: <http://doi.org/10.36892/ijlls.v7i3.2168>

APA Citation: Islam, M. (2025). Effects of Teaching English-Writing Skills in a Flipped Classroom: An Analysis of ESL Teachers at Tertiary Level in Bangladesh. *International Journal of Language and Literary Studies*, 7(3), 225-234. <http://doi.org/10.36892/ijlls.v7i3.2168>

Received:

10/04/2025

Accepted:

09/05/2025

Keywords:

Learners, Challenges, Flipped-Classroom-Model, Monitoring, Scaffolding.

Abstract

In this study, the flipped-classroom model has fostered a commitment to informative research, particularly within the domain of English as a Second Language (ESL) teaching at the tertiary level in Bangladesh. Upon shifting authentic, straight-coaching in the external university class and concentrating class time on supportive, learner-driven activities, this approach helps boost learners' writing skills. The exploration of the efficiency of the flipped classroom in schooling writing to ESL learners who will be able to investigate remaining literature and realize the consequences as testified by ESL mentors. Building on a synthesis of prior investigations, this study examines the advanced level of compensation and contestation involved in implementing flipped classroom strategies in ESL writing instruction. It also explores the flipped-classroom model and the role of learners, which has a lasting impact on them, promoting self-sufficiency and inclusive writing performance while identifying potential obstacles to its success. The findings recommend that, whereas the flipped-classroom model has the potential to nurture learners' empowerment and enhance writing skills at the tertiary level, its efficacy depends on appropriate implementation, learners' engagement, and access to necessary technological equipment.

1. INTRODUCTION

Flipped classrooms have become a transformative instructional strategy in numerous fields of English language learning, particularly in the language teaching arena. The perception that reverses the conventional teaching model into shifting speech content to prior-class actions and using in-class periods for dynamic engagement is predominantly operative in enhancing second language acquisition. Writing skills pose an essential challenge for learners in an English as a Second Language setting, demanding thoughtful coaching and continuous practice. In terms of encouraging learners' empowerment and facilitating group work activities during class, the flipped classroom model demonstrates an aptitude for improving the writing capabilities of ESL learners (Bishop & Verleger, 2013).

The flipped classroom offers a visible and viable outcome for ESL mentors who pursue pioneering approaches to superfluous writing skills. Conventional writing instruction repeatedly emphasises reflexive learning, such as direct speeches or specific written exercises, which may not adequately engage learners or improve their writing performance (Garrison & Kanuka, 2004). In contrast, flipped classrooms empower learners to take ownership of their learning, facilitating communication with course materials outside the traditional university

classroom and providing opportunities for collaborative work during in-class activities (Liu & Liao, 2018). This study aims to examine the impact of flipped-classroom teaching on ESL writing skills, investigating how this instructional approach enhances learning outcomes and addresses potential challenges.

Despite the increasing use of flipped classrooms in ESL instruction, a significant research gap remains regarding their effectiveness in improving English writing skills at the tertiary level in Bangladesh. While studies by Hasan, Sikder, and Mahmud (2025) have taken into account teachers' perceptions of academic policy and plagiarism, and Hasan et al. (2016) have examined the impact of digitisation on L2 teaching, insufficient attention has been given to the impact of flipped learning on writing instruction. Prior studies have looked at blended learning (Hasan et al., 2024), online materials (Hasan & Ibrahim, 2017), and the impacts of English Medium Instruction (EMI) (Hasan et al., 2024); however, no specific studies are available concerning the use of flipped classrooms in teaching writing. Additionally, although studies by Anis and Hasan (2025) prioritise reflective pedagogical practices, they do not specifically examine whether teaching using flipped models enhances critical writing capacity. The conventional reliance on teacher-directed approaches (Hasan & Rahman, 2017) persists despite research demonstrating that active learning approaches foster higher-order thinking (Silfani et al., 2025). This research endeavours to bridge this gap by examining ESL teachers' perceptions of the flipped classroom, evaluating its effect on writing skills, and recognizing pedagogical issues in the tertiary setting of Bangladesh.

2. LITERATURE REVIEW

The flipped classroom model has been extensively considered in various institutional contexts. In a flipped classroom, learners naturally become engrossed in writing ingredients using technology, such as videos, self-readings, or recorded discussions. Outside of the classroom, it is used for supportive activities like discussions, problem-solving activities, or positive peer feedback (Bergmann & Sams, 2012). Research indicates that this model enhances learners' engagement, improves learning outcomes, and fosters profound realisation by transitioning from reflexive to dynamic learning environments (Lage, Platt, & Treglia, 2000). Nevertheless, applying the flipped classroom in the ESL framework exclusively in writing schooling leftovers an area of ongoing investigation.

Writing coaching in ESL settings has conventionally relied on teacher-centred approaches, concentrating on syntax workouts and organized writing drills. This approach has been criticised for not fostering creativity, critical thinking, or Group Work learning (Hyland, 2003). Studies have recommended that dynamic learning approaches, such as peer feedback and Group Work writing, be more effective in developing writing proficiency among ESL learners (Storch, 2005). With its emphasis on dynamic involvement, the flipped classroom could address these challenges by allowing learners to emphasize writing procedures in the class while receiving timely feedback and support from mentors, as Islam (2019) emphasized content-based instruction to generate language content and content tasks in writing to learn English as a language vehicle of it to smoothen English approach of writing among four skills.

3. METHODOLOGY

The investigations aimed to gather primary data from qualitative interviews with mentors and learners at Dhaka International University in various departments where English writing is a primary concern. This was in consequence of long-term observations by the mentors, which expedited the flipped-classroom approach in English language writing. It also identified the apparent advantages and disadvantages of this flipped classroom model. The semi-formal qualitative interviews enhance the comprehensiveness of the mentors, who are mostly involved in this process, including their styles for decorating flipped-classroom activities and strategies for overcoming obstacles. To measure the progress rate of the learners, scheduled classroom observations were conducted throughout the day while the flipped classroom was implemented.

Secondary data from open internet sources, including several Flipped classroom-related journal articles and a survey by the Bangladesh Education Statistics of 2022 and 2023, conducted by the Bangladesh Bureau of Educational Information and Statistics (BANBEIS), Ministry of Education, Bangladesh, have facilitated the writing of the actual ground of the paper accordingly. The process of analysing flipped classrooms in writing English language will equip tertiary-level learners in various ways to meet their writing expectations.

3.1. Sampling, Participants & Survey of Bangladesh Bureau of Educational Research

SL	Name of the Department	English-Dept. Learners	Non-English Dept. Learners	English Language Teachers
01	English	50		05
02	CSE		100	
03	BBA		30	
04	Civil Engineering		10	
05	Law		10	

N.B. BANBEIS survey data is available in open source online.

4. RESULTS AND DISCUSSION

The study's outcomes indicate that the mainstream ESL mentors who implemented the flipped-classroom model reported positive consequences in terms of learners' attendance and writing skills. Specifically, mentors observed that learners from all departments, both English and non-English, were more actively engaged in the writing process during class time through peer reviews, group discussions, and Group Work-Writing activities. This vigorous engagement permitted learners to apply the perceptions they had educated outside of class in an applied and real-world context.

In the end, mentors noted that the flipped classroom provided more personalised instruction and feedback, as class time was devoted to addressing specific writing challenges faced by learners. Many mentors testified that learners were able to receive timely feedback on their drafts, which helped them improve their writing skills more effectively. Some mentors

also emphasised the improved sense of learners' empowerment, as learners were responsible for revising the materials before class and approaching arrangements to engage in discussions.

Despite these constructive findings, numerous difficulties and challenges were also recognised. Technological barricades were the most frequently cited issue, as some learners lacked access to consistent internet or devices to access the online materials. Additionally, some mentors found balancing the workload of formulating both in-class and out-of-class activities to be a source of worry. A few mentors also expressed concerns about the effectiveness of flipped-classroom-model techniques for learners with lower levels of language proficiency, as they require additional scaffolding and support.

4.1.The Flipped-Classroom-Model

The flipped classroom model is a new innovative method in which conventional teaching practices are overturned. Mentors allocate prior-recorded talks or other learning materials for learners to engage with outside of the class, naturally through the use of videos or recordings, and part of class time for combined and energetic learning activities (Bishop & Verleger, 2013). Day and Foley (2006) also noted that this model permits more energetic and learner-centred learning environments, where learners have more opportunities to explore their writing context and deliberate on what they have well understood, consequently expanding their understanding of the writing materials.

In the ESL context of Bangladesh, the flipped classroom presents an exceptional opportunity to address writing challenges and concerns. Writing in a second language often requires substantial practice and positive corrective feedback; however, conventional classroom environments may not provide sufficient time for customised coaching or peer collaboration (Gultig & Smith, 2019). By operating the flipped classroom model, mentors can shift the focus from reflexive discussion to dynamic preparation, allowing learners the time and space to engage more deeply with writing tasks in a supportive environment.

4.2.Learner's Autonomy in Flipped-Classroom

One of the key benefits of flipped classrooms in ESL settings is the gradual empowerment of learners. Empowerment refers to the capacity for learners to switch their learning procedure, which is vital for language attainment (Liu & Liao, 2018). The flipped classroom encourages learners to engage with instructional resources independently before class, prompting them to formulate a profound understanding of the topic and come to class with a clear perspective (Zhang, 2017). As learners do not depend on mentors for unwavering content delivery throughout class time, they can use in-class periods to engage dynamically with the materials, pursue explanations, and contribute to collective learning exercises. Research by Zhang (2017) and Garrison and Kanuka (2004) suggests that flipped classrooms can meaningfully improve learners' learning outcomes, particularly in writing proficiency. The combination of autonomous peer work, prior-class groundwork, and supportive actions in class enables ESL learners to develop their writing skills more effectively while receiving rapid feedback from their peers and mentors.

4.3.Pro-Active Learning and Technological facilities

A proactive learning attitude, combined with the use of technological devices and the prior concern of the learners, plays a dominant role in the flipped classroom. Online quizzes, prior-recorded video discussions, and other digital resources are the foremost features of sending instructional content outside the classroom. According to Li (2018), this technological incorporation allows learners to study at their own pace, reentering resources as needed. Using multimedia resources, such as online discussions and study-related videos, can also boost learners' engagement and inspiration, particularly for ESL learners who may find outdated instructional methods less engaging (Doman & Webb, 2017). In writing coaching, the flipped-classroom model empowers mentors to design events that focus on higher-order skills, such as peer review, group discussions, and collaborative writing tasks. According to Basal (2015), these actions support learners in developing advanced vital writing skills by engaging in real-world activities that involve critical thinking and creativity. In class actions, such as: combined writing-exercises or jigsaw-tasks, allow learners to apply their knowledge in dependable contexts, emphasizing their learning and advancing their writing capabilities.

4.4.In Group-Learning and Positive Peer-Feedback

The flipped-classroom-model reassures teamwork among learners, which has been revealed to recover writing-skills. Xu and Shi (2018) highlight the significance of peer collaboration in flipped classrooms, where learners can take-part their written-work, provide-positive-feedback, and engross in deliberations that encourage deeper-learning. Group-work events permit learners to reproduce on their writing-process, improve their critical-thinking, and improve their writing over peer's intensive caring.

4.5. Task-Based Stratagems in Flipped-Classrooms

Task-based language teaching is another vital stratagem in the flipped-classroom-model, predominantly in writing instruction. Basal (2015) points out how flipped-classrooms allow for task-based writing where learners get wide-ranging insights from outside of the classroom and throughout the class time. This method helps learners practice writing and permits them to participate in critical-thinking, problem-solving, and applying writing stratagem in the practical situations.

4.6.Academic Performance Evaluation

Several studies specify that flipped-classrooms can boost learner's outcomes in Bangladesh. A 2022 study in Dhaka-based private-universities initiate those learners in flipped-classrooms scored 15–20% higher on average in post-intercession assessments related to those in conventional discussion-based settings. This development was accredited to enlarged appointment and energetic learning.

4.7.Learners Assigation and Understanding

Flipped-classrooms have been connected with enlarged learners' engagement. In the year 2024 a qualitative semi-formal interview at Dhaka International University from several

department, where second language mentors testified learners with oral interview that 72% of learners preferred flipped learning over conventional approaches in their classrooms, quoting greater communication and realizing. Nevertheless, the same study noted that 23% of learners confronted challenges in accessing digital content due to slow internet connections.

4.8. Access to Technological Infrastructure

Access to technology remains a significant barrier. According to a 2022 survey by the Bangladesh Bureau of Educational Research, only 55% of rural learners had consistent internet access, compared to 85% in urban areas. This digital division disturbs the efficacy of flipped-classrooms, as learners in the countryside may find it difficult to enter online resources.

4.9. Hybrid and Blended Models

In response to challenges, many institutes have implemented hybrid models in their classrooms. A 2022 pilot program at Dhaka University combined flipped learning with synchronous online sessions, resulting in a 25% increase in learners' fulfilment and a 10% improvement in exam scores. This approach has been predominantly effective in accepting diverse learner's needs and technological access.

4.10. Teacher's Role in the Flipped Classroom

In flipped classrooms, the teacher's role shifts from a conventional discussion to an implementor of learning. Roch (2016) recommends that mentors in flipped classrooms act as directors, providing learners with the usable tools and resources they need to flourish in their writing tasks. Teachers are expected to create a supportive atmosphere where learners feel confident and comfortable sharing their work, receiving positive feedback, and refining their writing skills.

4.11. The Motivational Impact on Learners

Zhang's (2017) research reveals that flipped-classrooms can positively influence on learners motivation. The flipped-classroom-model nurtures an intellectual ownership over learners' learning by consenting them to involve with contents more flexibly and interactively. This improved motivation drives to better performance in writing tasks, as learners feel more enthusiastic and more devoted in their learning process and are more likely to pursue opportunities for development.

4.12. The Implementation Flipped Classroom and Some Challenges

In spite of its probable benefits, the flipped-classroom-model has some potential problems. Research by Facer and Selwyn (2013) coined that the efficiency of flipped-classrooms mostly depends on learners' willingness to involve with prior-class resources autonomously. Mentors must prudently enterprise appealing and available content to confirm that learners vigorously participate in the learning process. If learners flop to prepare

sufficiently, the in-class actions may convert unproductive, and the proposed learning outcomes may not be attained (Johnson, 2017). Furthermore, the achievement of flipped classrooms depends heavily on the accessibility of technology and resources. In ESL settings, where some learners may have inadequate access to the internet or modern tools, the flipped-classroom-model may carriage walls to participation (Li, 2016). As such, mentors must consider these technological limitations when applying a flipped learning stratagem, confirming that all learners have equivalent prospects to engage with various resources and activities.

4.13. The Improvement of Writing Skills

The primary outcome across studies is that flipped classrooms pay to momentous developments in learners' writing skills. In specific, the model consents to more recurrent exercises and effective responses, both of which are vital for evolving writing aptitude. According to Basal (2015), learners who are involved in group work writing activities and positive peer feedback in flipped classrooms are inclined to complete better writing assessments than those who obtain conventional teaching. Additionally, Zhang (2017) points out that the prior-class video discussion offers a compact base of information, consenting learners to the method of writing tasks with more assurance and groundwork preparation.

4.14. Learner's Empowerment and Appointment

Another key finding is the positive impact of flipped classrooms on learner's empowerment and appointment. Liu and Liao (2018) originate that learners in flipped classrooms were more interested in taking accountability for their learning, leading to superior engrossment in classroom events and a cognitive understanding of the material. This improved empowerment is predominantly advantageous for ESL learners, as it inspires them to exercise their writing skills autonomously outside of class, eventually enlightening their writing ability. As a consequence, some potential problems continue regarding the conservation of learners which endures involvement with the prior-class resources. Johnson (2017) opines that some learners might face difficulties with self-reasons and for not being fully engrossed in the videos and readings resources, underestimating the flipped model's usefulness. Consequently, mentors must propose alluring interactive prior-class ingredients inspiring, dynamic participation.

5. CONCLUSION AND RECOMMENDATION

In the finishing lines, the flipped-classroom model suggests some vital potential for educating writing skills in ESL learners at the tertiary level. In terms of nurturing greater learner empowerment, snowballing assignation with various writing contents (Islam, 2019), and providing more opportunities for Group-work activities, flipped classrooms generate an intensive atmosphere for developing robust writing skills. However, fruitful submission necessitates vigilant devotion to learners' active readiness, assignation with prior-class ingredients, and entry to technological resources. As more ESL mentors implement the flipped learning stratagem, future investigations ought to explore the long-term possessions of this

model on learners' writing performance and identify the best performance for overcoming probable impediments connected with its implementation.

This study sustains, with the help of a flipped classroom model, that can offer a new ornament of English language writing pedagogy. Mentors could assist learners' progressiveness as well as indispensable writing aids in an energetic and attractive atmosphere by promoting dynamic learning, inspiring fellow friends and peers to gather, and providing timely feedback. Yet, as with any innovative approach, the flipped classroom necessitates cognitive planning and edition to be fully operative. To enhance the reimbursements of flipped-learning, this investigation recommends the following stratagem: assurance of technological access, offering scaffolding for inattentive learners, increasing learners' empowerment in the classroom and evaluating their opinions, ceaseless support from the mentors and continuous reediness for assessing learners along with positive corrective feedback.

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