



**THE DEVELOPMENT OF ENGLISH READING  
COMPREHENSION SKILL USING FLIPPED  
CLASSROOM WITH POEMS AMONG  
GRADE 6 BHUTANESE STUDENTS**

**BY  
KUENZANG NAMGAY**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF EDUCATION  
IN CURRICULUM AND INSTRUCTION  
SURYADHEP TEACHERS COLLEGE**

**GRADUATE SCHOOL, RANGSIT UNIVERSITY  
ACADEMIC YEAR 2024**

Thesis entitled

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SKILL USING FLIPPED CLASSROOM WITH POEMS AMONG  
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was submitted in partial fulfillment of the requirements  
for the degree of Master of Education in Curriculum and Instruction

Rangsit University  
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## ACKNOWLEDGEMENTS

I would like to humbly express my deepest gratitude to His Majesty the King of Bhutan and the President of Rangsit University, Dr. Attawit Qurairat and Dr. Arthit Qurairat for bestowing upon me the prestigious Trongsa Penlop Scholarship, which opened the door of learning not only for me but also for many Bhutanese teachers. I also would like to thank the Office of His Majesty's Secretariat for facilitating the scholarship from the very beginning of my selection till date, and Royal Civil Service Commission (RCSC) and Ministry of Education for approving my candidature and allowing me to pursue my studies.

I am deeply grateful to my thesis advisor Assistant Professor Dr. Nipaporn Sakulwongs, for her invaluable guidance and support. Without her support, guidance and motivation, this work would not have become successful. I also would like to earnestly thank the thesis chairperson Assistant Professor Dr. Athip Thumvichit, a Professor of Mahidol University and Dr. Techameth Pianchana, a thesis committee member, for their constructive feedback and suggestions. Furthermore, I would like to thank the following experts who helped validate my research instruments: Dr. Gary Torremucha of Rangsit University; Mr. Tshering Lhendup, a teacher at Tamachu Central School; and Mr. Nima Dorji, a teacher at Wangchu Middle Secondary School.

I would also like to thank Mr. Sangay Jamba, the Principal of the research school for his trust and motivation all along the way, also the teachers and the research participants for their cooperation throughout my data collection period. Finally, I would like to offer my gratitude to my siblings, cousins, and most importantly to my wife and two children. This degree is as much as yours as it is mine. This achievement is a testament to your unwavering support, love and encouragement.

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6510237 : Kuenzang Namgay  
 Thesis Title : The Development of English Reading Comprehension Skill Using  
 Flipped Classroom with Poems Among Grade 6 Bhutanese Students  
 Program : Master of Education in Curriculum and Instruction  
 Thesis Advisor : Asst. Prof. Nipaporn Sakulwongs, Ed.D.

### **Abstract**

The study was carried out to examine the effectiveness of flipped classroom in developing the English reading comprehension skill of grade 6 Bhutanese students and to investigate the learning satisfaction of grade 6 Bhutanese students towards the use of this strategy. The quasi-experimental design employing both quantitative and qualitative methods were used to gather the required data. The instruments used to collect the quantitative and qualitative data were reading comprehension tests (pretest and posttest) and semi-structured interview respectively.

Paired sample t-test was used to analyze the quantitative data, and the analysis showed that every participant scored more in the posttest than in the pretest. The results showed that the posttest had a higher mean score (22.85) than the pretest (12.63), with the mean difference of 10.22. With a significance (p) value of .01, it indicated that the use of flipped classroom with poems was effective in developing English reading comprehension skill. Similarly, the findings from the interview spelled out the positive impact of flipped classroom with poems elevating not only the students' learning satisfaction, but also motivation and confidence in reading.

(Total 126 pages)

**Keywords:** Flipped Classroom, Reading Comprehension Skill, Learning Satisfaction,  
 Grade 6 Students

Student's Signature.....

Thesis Advisor's Signature.....

## TABLE OF CONTENTS

	<b>Page</b>
<b>ACKNOWLEDGEMENTS</b>	<b>i</b>
<b>ABSTRACTS</b>	<b>ii</b>
<b>TABLE OF CONTENTS</b>	<b>iii</b>
<b>LIST OF TABLES</b>	<b>vi</b>
<b>LIST OF FIGURES</b>	<b>vii</b>
<b>ABBREVIATIONS</b>	<b>viii</b>
<b>CHAPTER 1</b>	
<b>INTRODUCTION</b>	<b>1</b>
1.1 Background and Rationale of The Study	1
1.2 Research Objectives	9
1.3 Research Questions	10
1.4 Research Hypothesis	10
1.5 Scope of The Study	10
1.6 Conceptual Framework of The Study	13
1.7 Limitations of The Study	13
1.8 Significance of The Study	13
1.9 Operational Definitions	14
<b>CHAPTER 2</b>	
<b>LITERATURE REVIEW</b>	<b>16</b>
2.1 Historical Overview of Bhutanese Education System	16
2.2 English Curriculum in Bhutan	17
2.3 Standards for Reading and Literature	19
2.4 Importance of Reading	21
2.5 Reading Comprehension	22
2.6 Background of Technology	27
2.7 Definition of Flipped Classroom	29
2.8 Benefits of Flipped Classroom	31
2.9 Stages of Flipped Classroom	32

## TABLE OF CONTENTS (CONT.)

		<b>Page</b>
	2.10 Steps of Flipped Classroom	34
	2.11 The Use of Videos in Flipped Classroom	35
	2.12 Use of Poetry to Develop Comprehension Skill	36
	2.13 Related Theories	39
	2.14 Related Research and Studies	41
	2.15 Chapter Summary	43
<b>CHAPTER 3</b>	<b>RESEARCH METHODOLOGY</b>	<b>45</b>
	3.1 Research Design	45
	3.2 Population and Sample of The Study	46
	3.3 Research Instruments	47
	3.4 Validity and Reliability of The Research Instruments	50
	3.5 Data Collection Procedures	51
	3.6 Data Analysis	52
<b>CHAPTER 4</b>	<b>DATA ANALYSIS AND RESULT</b>	<b>53</b>
	4.1 Analysis of Students' Reading Comprehension Skill	53
	4.2 Analysis of Students' Learning Satisfaction	56
<b>CHAPTER 5</b>	<b>CONCLUSION, DISCUSSION AND RECOMMENDATIONS</b>	<b>63</b>
	5.1 Conclusion	63
	5.2 Discussion	65
	<b>REFERENCES</b>	<b>72</b>
	<b>APPENDICES</b>	<b>86</b>
	<b>Appendix A</b> Lesson Plans	87
	<b>Appendix B</b> IOC of Lesson Plans	96

## TABLE OF CONTENTS (CONT.)

		<b>Page</b>
<b>Appendix C</b>	Comprehension Text	98
<b>Appendix D</b>	IOC for Reading Comprehension Test	104
<b>Appendix E</b>	Semi-Structured Interview Questions	107
<b>Appendix F</b>	IOC of Semi-Structured Interview Questions	109
<b>Appendix G</b>	Consent Letters	111
<b>Appendix H</b>	Letter of Approval	114
<b>Appendix I</b>	The Experts Who Validated the Instruments	117
<b>Appendix J</b>	Paired Sample t-Test	122
<b>Appendix K</b>	Reliability Test- KR 20	124
<b>BIOGRAPHY</b>		<b>126</b>



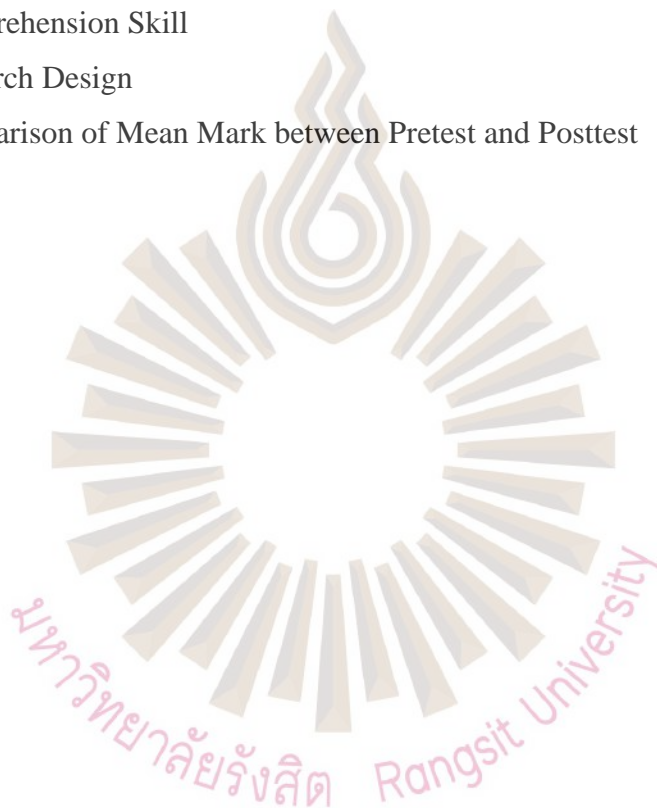
## LIST OF TABLES

	<b>Page</b>
<b>Tables</b>	
1.1 Content of the Study	11
1.2 Timeline for the research process	12
3.1 Demographic details of the participants	47
3.2 Framework of the Lesson Plan	48
4.1 Paired t-Test Analysis	55
4.2 Score Difference between Pretest and Posttest	57



## LIST OF FIGURES

	<b>Page</b>
<b>Figures</b>	
1.1 Location of the study	10
1.2 Independent and Dependent Variables	13
2.1 Conceptual Framework for flipped classroom to develop Reading Comprehension Skill	35
3.1 Research Design	46
4.1 Comparison of Mean Mark between Pretest and Posttest	56



## ABBREVIATIONS

<b>Abbreviations</b>	<b>Meaning</b>
ESL	English as a Second Language
REC	Royal Education Council
BCSEA	Bhutan Council for School Examination and Assessment
BHSEC	Bhutan Higher Secondary Education Certificate
BCSE	Bhutan Certificate for Secondary Examination
PISA-D	The Program for International Student Assessment Development
ICT	Information, Communication and Technology
IOC	Item Objective Congruence
LMS	Learning Management System



# CHAPTER 1

## INTRODUCTION

This chapter presents the background and the rationale of the study, research objectives, research questions, research hypothesis, scope and limitations of the study. It also provides the conceptual framework, definition of terms, and the significance of the study.

### 1.1 Background and Rationale of The Study

In the world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere (Ilyosovna, 2020). In other words, English is considered as a universal language. Amongst many other fields, English is used as the language to communicate in politics, economy, tourism, and education (Bekdas, 2015). About 67 countries in the world today regard English as an official language and most of the books and subjects are printed in the English language. English is also used as the medium of instruction in the classroom to equip students for success in the contemporary global environment (Reddy, 2016).

Similar to other developmental endeavors, the introduction of the English language to Bhutan was a deliberate decision. As Bhutan emerged from self-imposed isolation, it started to look beyond its borders, gearing up for modernization and global integration. (Department of Curriculum and Professional Development [DCPD], 2022). Selecting a language for communication with the international community was among the numerous decisions to be made. English proved to be the most advantageous choice for Bhutan in expressing its identity and enhancing its standing in the various organizations it would be a part of (DCPD, 2022).

The necessity for Bhutanese individuals to possess proficiency in English has resulted in choosing English as the medium of instruction for numerous subjects

in schools. Together with Dzongkha, it serves as one of the official languages for communication, and it is anticipated to maintain this collaborative role with Dzongkha in the foreseeable future. As English remains the common language and the lingua franca of the internet, science and technology, and world trade, proficiency in English and the development of 21st-century competencies become prerequisites for learners to become productive citizens (DCPD, 2022). As a result, English holds a central role as a mandatory subject in the Bhutanese educational framework (Dhendup & Onthanee, 2020). In Bhutan, students who speak English as a second language are taught in English. These individuals are commonly identified as English as a Second Language (ESL) learners (Northcode, 2021).

The English curriculum in Bhutan is organized into four strands based on the modes of discourse through which the learners learn to use language as presented by James Moffet in teaching the universe of discourse (1893). The four strands consist of listening and speaking, reading and literature, writing, language, and grammar (DCPD, 2022). In schools across Bhutan, students are continuously taught these four skills in integration with one another starting from their pre-primary class (Phuntsho, 2022). To achieve the learning objectives for these four strands, thorough thought was given in selecting teaching-learning materials. Criteria included ensuring the text conveyed the finest ideas in optimal language, respecting gender sensitivity, featuring examples of both classical and modern language, and maintaining a balance between Bhutanese and international English writing. The main text and supplementary reading materials for this child-centered program incorporate suitable and engaging samples of poetry, short stories, essays, and plays from diverse cultures. (Royal Education Council [REC], 2019).

All language skills are crucial for a child's overall development. However, reading is widely regarded as the most important skill by scholars (Guvenc, 2017). This is because it has been shown to have a positive impact on students' academic achievement (Sentruk, 2015) and communicative competence (Baruah, 2006). In line with these benefits, the English curriculum in Bhutan recognizes reading as the essential means to access the treasury of collective wisdom (REC, 2021, p. xxi). There are 180

teaching days in a year for grade IV to VI English classes. Among these, the highest number of 60 days is dedicated to the reading strand, while 40 days each are assigned to listening and speaking, writing, and language strands. Therefore, it is evident that reading holds greater importance compared to the other skills.

The curriculum developers in Bhutan stay abreast with the changing needs and demands, curriculums are re-aligned and revamped based on the needs of society from time to time. But despite a well-intended and revised English curriculum and numerous interventions by the Ministry of Education, according to reports from BCSEA in 2015 and 2016, there has been a decline in the standard of English in Bhutan. The findings indicated that Bhutanese students were underperforming in English, specifically emphasizing reading skills. Moreover, the average score in English was 63.82 percent in the results of the 2022 Bhutan Higher Secondary Education Certificate (BHSEC) Examination, the lowest among other subjects like Economics, Media Studies, and Dzongkha. Similarly, the overall mean score for English in the results of the Bhutan Certificate of Secondary Examination (BCSE) was 62.83 percent which was again the lowest compared to other subjects like History, Dzongkha and Economics (Bhutan Council of School Examination and Assessment [BCSEA], 2023). Similarly, the average score of the students in English was just 55.42 percent during the board examination for grade X in 2016, the score was the lowest compared to other subjects like Science, Geography, Economics, Mathematics, and History (MoE, 2017). Further, an analysis of students' scores in competency in four strands showed: 32.73 percent in reading, 35.83 percent in writing, 35.73 in listening, and 33.66 in speaking respectively (BCSEA, 2017). It was clear that students across the country achieved the lowest score in the reading strand out of the four assessed strands.

In line with these reports, as per the national report of Bhutan PISA-D, the average literacy rate was 45.34 percent and this poor reading comprehension skill affected the performance in Mathematics and Science (BCSEA, 2019). It is stated that Bhutanese ESL students consider English the most difficult subject as English is their second language (Wangchuk & Chalermnirudorn, 2019). According to Rinzin (2019), Bhutanese students tend to read texts without fully comprehending their meaning,

leading to poor reading comprehension and lower academic performance. Looking at the reading skills of Bhutanese students gathered above, it is evident and safe to conclude that the low performance in academics and other areas is the direct consequence of their inability to apply proper reading comprehension.

Reading is of paramount importance as it serves as a fundamental skill that enhances cognitive abilities, knowledge acquisition, and overall intellectual development. According to Anderson, Hiebert, Scott, and Wilkinson (1985), reading proficiency is linked to academic achievement and success in various disciplines. Additionally, Mahmud and Wong (2022), emphasized that fluent reading skills are crucial for students to engage in higher levels of education and personal growth. Therefore, it is very pertinent to have a good reading skill to excel in this fast-evolving world.

Reading comprehension involves recognizing written symbols and understanding the significance they convey. It encompasses the skill of interpreting text, encompassing tasks such as recognizing form, and pronunciation, decoding vocabulary and sentences, drawing on prior knowledge related to the text, and applying cognitive and metacognitive strategies (Sin & Siahpoosh, 2020). Elleman and Oslund (2019) state that reading comprehension is among the most challenging cognitive tasks individuals encounter. To understand the meaning of the text they read, students must translate words into thoughts and ideas. Fletcher, Martohardjono, and Chodorow (2019); Kim, Lee, and Zuilkowski (2020) state that reading is one of the most important skills among many other skills required for academic success. Sridharan and Said (2020) state that helping students to be equipped with reading skills is one of the crucial academic skills and also a difficult area of teaching and learning in an ESL classroom setting. Reading comprehension skill is one of the essential factors that determine the success or failure of students learning.

According to Sherab and Dorji (2013), Bhutanese primary school teachers tend to rely heavily on prescribed teaching strategies and learning materials that fail to cater to the unique needs and interests of individual students. The study found that most

teachers still employ traditional teaching methods and outdated materials. The persistence of old habits among teachers has led to the continued use of outdated methods, despite the system's preference for a child-centered approach. Similarly, Rabgay (2012) argued that most of the teachers in Bhutan use a teacher-centered method which negatively impacts student learning. This conventional lecture-based teaching method does not allocate any specific instructional time for reading or teaching reading with comprehension strategies as this method primarily instructs students to read printed materials without offering them the chance to develop reading comprehension skill (Phuntsho, 2022). Furthermore, a curriculum that is exam-oriented and demanding limits instructional time to specific content only (Gyamtsho, Sherab, & Maxwell, 2017; Utha et al., 2016). Tenzin (2018) emphasizes the necessity of further expanding the role of teachers. It is crucial to replace traditional concepts of teaching reading with more innovative and creative approaches. Therefore, to develop English reading comprehension it is deemed necessary to incorporate a student-centered pedagogy along with technology to harness the maximum learning outcome.

Considering the points mentioned above, one of the causes of the low performance of the students in English, particularly in developing reading comprehension is the direct consequence of the teaching strategy practiced by the teachers. Therefore, the researcher was motivated to find out the effectiveness of using a flipped classroom to develop the English reading comprehension skill of Grade 6 Bhutanese students. The researcher used a flipped classroom because, unlike the conventional teaching method, the flipped classroom is a student-centered approach integrating technology that will encourage the students to take ownership of their learning.

Moreover, numerous studies revealed that English reading comprehension can be developed by using a flipped classroom. The findings of Mufliharsi et al's (2020) flipped classroom resulted in a significant improvement in students' participation and engagement throughout extensive reading activities, both before, during, and after, ultimately leading to an improvement in students' reading comprehension skill. Students feel that completing simple English homework tasks during class activities

makes them distressed and angry. They so need a solution that is entertaining, easy to use, and not boring (Yuvita, Sulistyarningsih, & Dhiya, 2022). They further argued that one thing that teachers frequently do to make learning activities more dynamic and creative is to adopt a new learning model in place of the existing one.

Likewise, several recent studies conducted in Malaysia, such as those by Ping, Verezub, Badiozaman, and Chen (2019) and Zainuddin and Attaran (2015), have demonstrated the effectiveness of the flipped learning approach as a valuable strategy for teaching English in an ESL context. Additionally, the flipped classroom will be able to address the problem of time constraints encountered by the Bhutanese teachers in the classrooms, and it will shift the conventional teaching method to a student-centered approach where students will take full responsibility for their learning (Jurmey, Lham, Lhaden, Pema, & Rai, 2021). Moreover, DCPD (2022) also asserted that teachers should use a flipped classroom approach to make learning more meaningful and give ownership of learning to the students.

With the advancement in technology, numerous teachings and learning materials have been created that can be implemented to develop the reading comprehension skill of the students. Ahamadi (2018) highlights the potential of utilizing technology to create a more understandable and productive English language learning environment within the classroom. Technology empowers teachers to reframe classroom activities, which supports the language learning process. Phuntsho (2022) suggests that in the post-pandemic era, teachers should employ a range of student-centered teaching and learning strategies, coupled with digital pedagogies. Integrating new technologies into instruction has the potential to enhance and restructure classrooms, fostering an environment that promotes collaboration to cultivate students as lifelong learners.

Flipped classroom changes traditional lectures to introductory lessons where students are exposed to content materials in videos or online materials, reserving class time for discussions, peer interaction, active learning activities, and problem-solving activities (Velegol, Zappe, & Mahoney, 2015). By using an inverted learning process

with technology, students can have more time to read and learn both inside and outside the classroom. (Bergmann & Sams, 2012). They further set out a range of advantages of flipped classrooms including students getting help on difficult topics, enhancing interaction, allowing for differentiation, creating conducive learning atmospheres, and learning at their own pace.

There are many educational tools through which a flipped classroom can be implemented. Still, the researcher in this study used Google Classroom as a learning management system (LMS) to flip the class for three reasons: firstly, the research participants are familiar with Google Classroom because they were taught using this tool during the pandemic period. The research school is still using it in line with the ministry's directive to leverage the use of technology. Secondly, Google Classroom is a free application which makes it ideal for developing countries like Bhutan and it can be accessed from smartphones. Thirdly Google Classroom is designed for educational purposes where teachers can share learning materials like videos, presentations, and other materials and assess them online.

Google Classroom serves as an effective educational aid due to its numerous advantages in facilitating user-friendly learning experiences and ensuring systematic task delivery (Jumadi et al., 2021; Utomo, 2020). According to Sukmawati and Nensia (2019), Google Classroom was launched on August 12, 2014, as a component of Google Apps for Education (GAFE). Google Classroom's utility extends beyond the confines of the physical classroom, enabling students to engage in learning both inside and outside traditional class hours through online access (Sukwati & Nensa, 2019). In light of these advantages, the researcher used Google Classroom as an LMS to flip the class, where students read the materials with the help of instructional notes and videos assigned to them at home and after their reading, they answered the short questions or quizzes. And when they came to the class they participated in various activities which helped them in improving their reading comprehension skill. One of the effective tools to be used in flipped classrooms is Google Classroom (Aydin & Demirer, 2017; Urfa, 2018).

As per Bishop and Verleger (2013), The flipped classroom strategy has specific stages and steps to be followed to carry out learning in a classroom. The first stage is called the pre-classroom session which is further divided into two sub-stages; preparing the online material and sharing the material. The online materials were given before the class. The researcher created suitable materials and instructions aligned with the learning objectives, presented them in an engaging manner to captivate and inspire students' motivation to learn. The researcher has considered the time while developing the online learning materials as students have to read the material and answer the questions or quizzes depending on the lesson objective. After preparing the materials, the researcher shared the material through Google Classroom. The students went through the shared materials through their phones or laptops. Additionally, to confirm that students have reviewed videos or finished assigned readings at home, they answered reading questions or quizzes before participating in the classroom session, providing a means to communicate their learning progress (Houston, Michele, & Lin, 2012).

The second stage is called interactive group learning activity or in-classroom session. This stage is also followed by two sub-stages; reviewing the online materials and guiding and monitoring the collaborative work. The researcher conducted a question-and-answer session to review the pre-classroom activity and provided feedback on the pre-classroom task that they have submitted before the in-classroom session. Students engaged in collaborative group work, comprising 4 to 6 members with diverse backgrounds. The researcher encouraged the students to utilize both teacher guidance and peer learning while conducting practical exercises within their respective groups (Dallimore, Hertensein, & Platt, 2010).

The research by Herlindayana, Sahlan, and Alberth (2017) investigated the effect of a flipped classroom on students' reading comprehension and perception of the flipped classroom, the results of their study found that there was a significant positive effect of the flipped classroom on students' reading comprehension and had positive impacts on the students' learning and learning experience. Similarly, Karimi and Hamzavi (2017) found that the implementation of the flipped learning model in reading

classes had a substantial positive impact on the reading comprehension development of ESL students. The students, having acquired background information and reading concepts beforehand, exhibited increased confidence and independence in their class studies.

Considering these benefits, the researcher used a flipped classroom as a learning strategy to develop the English reading comprehension skill of grade 6 Bhutanese students, where apart from their textbook, instructional notes and videos were delivered through Google Classroom as pre-class input material. The students also read their textbooks, aided by instructional notes and videos, and answered short questions and quizzes at home. Inside the classroom, students participated in discussion, sharing, and constructing knowledge by engaging in comprehension activities. By combining the two classes, at home, the students can learn by themselves, and at school, they can be assisted by their teacher and can collaborate with their peers to solidify what they have learned at home (Fahmi, Friatian, & Irianti, 2020).

While there is plenty of studies being conducted in other contexts on using the flipped classroom in teaching, reading, and reading comprehension (e.g., Herlindayana et al., 2017; Sin & Siahpoosh, 2020; Zarrinfard, Rahimi, & Mohseny, 2020) however there is no prior study being conducted in the Bhutanese context, especially using flipped classroom in teaching poetry to develop the reading comprehension skill and enhance students' satisfaction. Therefore, this study was designed to examine the effectiveness of flipped classroom, in developing the English reading comprehension skill of Grade 6 Bhutanese students and investigate the learning satisfaction of Grade Six Bhutanese Students towards the use of flipped classroom.

## **1.2 Research Objectives**

1.2.1 To examine the effectiveness of flipped classroom in developing the English reading comprehension skill of grade 6 Bhutanese students.

1.2.2 To investigate the Grade 6 Bhutanese Student's learning satisfaction on the use of flipped classroom in improving reading comprehension skill.

### 1.3 Research Questions

1.3.1 Would the use of a flipped classroom help to develop English reading comprehension skill in grade 6 Bhutanese students?

1.3.2 Would grade 6 Bhutanese students be satisfied with flipped classroom to improve English reading comprehension skill?

### 1.4 Research Hypothesis

1.4.1 The grade 6 Bhutanese students' English reading comprehension skill would be developed by the use of a flipped classroom.

### 1.5 Scope of The Study

#### 1.5.1 Location of the study

The study was carried out in one of the primary schools in Wangdue Phodrang district in the western part of Bhutan. The school included grades from Pre-Primary to 6.

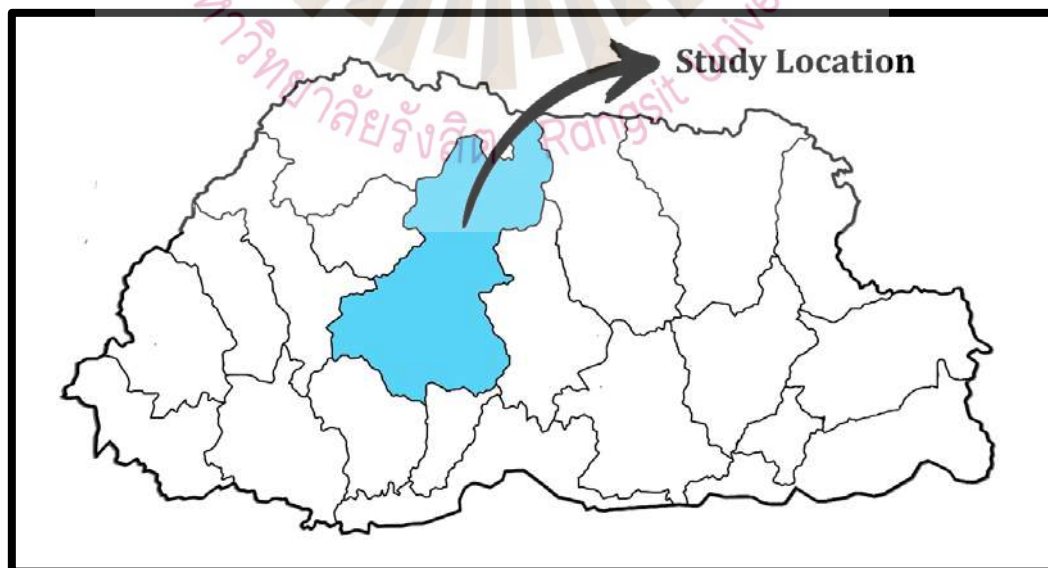


Figure 1.1 Location of the study

Source: Atlas of Bhutan, 2019

### 1.5.2 Population and sample of the study

The population of the study consisted of 30 grade Six Students (15 males and 15 females) studying in one of the primary schools in Wangduephodrang District. Since there was only one section of grade 6 in the sample school, the researcher included all the students as the research participants. The students were within the age range of 11 to 13 years with mixed learning abilities.

### 1.5.3 Content of the study

The researcher conducted two classes in a week for one month, which comprised eight sessions. The lessons began in the first week of May and ended in the fourth week of May. The four lesson plans were designed to compare the English reading comprehension skill of grade 6 Bhutanese students before and after using the Flipped classroom. The researcher chose four varieties of poems from the Grade 6 English Reading and Literature Textbook.

Table 1.1 Content of the study

Week	Topic of the Poems	Pre-Class Activity	In-Class Activity
1	Celebration	<ul style="list-style-type: none"> <li>-Read the poem with the help of instructional notes and videos.</li> <li>-Write answers to the questions.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss in pairs.</li> <li>-Find meaning and construct sentences.</li> <li>- Carry out dramatic reading.</li> <li>-Answer the questions.</li> </ul>
2	September	<ul style="list-style-type: none"> <li>-Read the instructional notes</li> <li>-Watch the scripted video of the poem</li> <li>-Read the poem</li> <li>-Answer the questions</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss with a shoulder partner</li> <li>-Write meaning and construct sentences.</li> <li>-Illustrate their favorite scene in the poem.</li> <li>-Create a stanza of a poem.</li> </ul>

Table 1.1 Content of the study (Cont.)

Week	Topic of the Poems	Pre-Class Activity	In-Class Activity
3	Courage	-Read the instructional notes. -Watch the scripted video of the poem. -Read the poem. -Answer the questions.	-Discuss in pairs. -Dramatize the poem. -Problem-solving scenarios that require courage. -Answer the comprehension questions.
4	Heads Bent Low	-Read the instructional notes. -Watch the video Read the poem. -Answer the questions.	-Discuss in pairs. -Debate -Create a poem -Answer the questions

#### 1.5.4 Time Frame

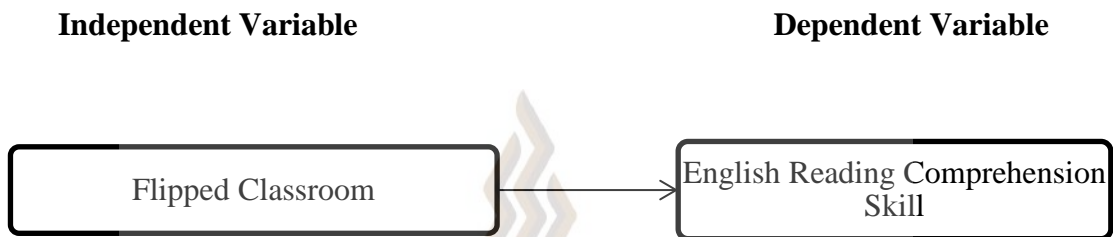
The study was conducted for the period of one month from the first week of May to the fourth week of May in the Academic Year 2024.

Table 1.2 Timeline for the Research Process

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Literature Review								
Research Proposal								
Data Collection								
Data Analysis								
Final Defense								

## 1.6 Conceptual Framework of The study

This study consisted of two variables; independent and dependent variable. The independent variable was Flipped Classroom and the dependent variable was English reading comprehension skill.



Figures 1.2 Independent and Dependent Variables

## 1.7 Limitations of The study

1.7.1 Due to limited participation of only 30 Grade 6 Bhutanese students in this study, the findings cannot be generalized to all Grade 6 Bhutanese students.

1.7.2 The study was limited to four poems from the Grade 6 English textbook of Bhutan. Therefore, the findings cannot be applied to other literary genres such as essays and stories.

## 1.8 Significance of The Study

1.8.1 The implementation of the flipped classroom would improve the English reading comprehension skill of grade 6 Bhutanese students.

1.8.2 The study would investigate the effectiveness of the flipped classroom as a strategy to improve the English reading comprehension skill of Grade 6 Bhutanese students.

1.8.3 The study would provide more insights on how to use the flipped classroom strategy to improve students' English reading comprehension skill.

## 1.9 Operational Definitions

**Flipped Classroom** is a student-centered learning strategy the researcher used for this study. The students in this study were provided with instructional notes and videos of the poem along with their textbooks to be read before the class at home. When they came to the class they engaged in group discussion, debate, role-play, and writing a poem depending on the learning objective of the lesson. This is the reverse of the more common practice of introducing new content at school and then assigning homework and projects to be completed by the students independently at home. Flipped Classroom in the current study was implemented in two stages as follows:

1) Pre-Class Activity: The teacher provided instructional reading materials and videos to be read along with their textbook at home and after the reading, the students answered the questions and quizzes in line with their reading.

2) In-Class Activity: The teacher provided feedback and guidance on the work they have submitted before the class. After that, the students discussed their reading with their friends and also in the group. After the discussion, they carried out debate, role play, creating poems and presentations to reinforce the concepts learned at home. The activities were carried out based on the learning objectives of the lesson.

Note: Since this method is new in the research school, parents were informed about the strategy and the benefit of this strategy were explained to them along with the importance of their guidance and support.

**English Reading Comprehension Skill** refers to the ability of the grade 6 Bhutanese students to read a poem, explain the meaning of new words from the poem, identify the main ideas of the poem, summarize the poem, and respond to questions about the poem after the implementation of the flipped classroom. This achievement was assessed by conducting a pretest and posttest.

**Learning Satisfaction** in this study refers to the positive attitude of students toward the use of a flipped classroom strategy to develop reading comprehension skill. The data was collected after the implementation of the flipped classroom via semi-structured interviews with five questions categorized under five themes.

**ESL** stands for English as a second language. In Bhutan English is the medium of instruction across all the schools. And the research participants are learning English as their second language.

**Grade Six Students** were the research participants of this study studying in grade 6 at the research school in the academic year 2024. The students' age group ranged from 11 to 13 years with mixed learning abilities.



## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter presents the English curriculum in Bhutan, standards of Reading and literature, the importance of reading and reading comprehension skills, the background of technology, the definition of the flipped classroom, and its benefit. It also presents the stages and steps of flipped classroom along with the use of videos in the flipped classroom, use of poetry to enhance comprehension skill, related theories and related research.

#### **2.1 Historical Overview of the Bhutanese Education System**

Education in Bhutan has been shaped by its history to a great extent. Bhutan began the education journey with monastic education from the eighth century AD to the early twentieth century (Dukpa, 2016, as cited in Mongar, 2019). It was only in 1961 that Bhutan first embraced modern education with the launch of the country's First Five-Year Plan (Tshering, 2014).

When the first Five Year Plan (1961-1965) was initiated, a strong emphasis was placed on the opening of more modern schools throughout the country and this led to mushrooming of myriads of schools all across the country and an unmatched rise in the education was witnessed in the country. In the beginning, the schools in Bhutan were opened in line with Indian models of Western education, and English was used as the medium of instruction (Mongar, 2019). That was the entry of English in the Bhutanese schools. Since then, the Bhutanese curriculum mandated the use of English as the medium of instruction to deliver all the subjects except for Dzongkha (Denman & Namgyel, 2008; Thinley & Maxwell, 2013). During the initial days, Bhutan recruited many teachers from India as there was a scarcity of trained teachers in the country. And

those recruited teachers from India brought the style of teacher-centered teaching which was then, a dominant practice in the Anglo-Indian schools in India (Gyamtsho & Maxwell, 2005). Bhutan left behind the traditional education system and came a long way in defining and redefining its educational policies and strategies. The implementation of modern and adaptable academic curricula has influenced the education system, aligning it more effectively with the everyday realities of Bhutanese people (Subba et al., 2019). Today, the education system in Bhutan has three main aspects, namely general education, monastic education, and non-formal education. The general education is by far the biggest and is now commonly seen as the formal educational structure (MOE, 2018, as cited in Mongar 2019).

Even though it's the second language in Bhutan, government correspondence and school education are carried out in English. Because of this, it is not only one of the necessary subjects but also one of the most widely spoken languages in Bhutan (Pema, 2022).

## **2.2 English Curriculum in Bhutan**

Starting from the early 1960s till the mid-1980s, all the schools in Bhutan used a borrowed curriculum from India and it was taught mostly by teachers from India. The Education Department started to align the curriculum to the nation's educational vision and philosophy starting from the mid-1980s, teaching & learning were also refined and made more local in line with the national goals and aspirations. The shift in curriculum led to the introduction of the New Approach to Primary Education project, which came to replace the rote learning method with activity-based learning (Gyamtsho & Dukpa, 2005). However, the deteriorating quality of education became a widespread assumption and the Ministry of Education and Curriculum and Professional Support Division (CAPSD) responded accordingly in 2008 by replacing the NAPE approach of teaching with a new English curriculum for grades PP to XII (Wangmo, 2018).

According to (Royal Education Council [REC], 2021) the new curriculum is aligned with the objectives and guiding principles reflected in the National School

Curriculum Framework (2020), as well as the requirement to refine and fine-tune the contents and pedagogies to stay in line with the changing demands. Therefore, the Department of Curriculum and Professional Development keeps a close eye on the evolving requirements of the society and nation and accordingly designs a curriculum that can meet the expectations of the society and fulfill the goals and aspirations of the nation (REC, 2022).

The English curriculum in Bhutan comprises four key domains: Reading & Literature, Writing, Listening & Speaking, and Language and Grammar. The curriculum organizes its contents according to specific themes and objectives. These contents encompass various selections of text genres like stories, essays, and poems, along with grammar exercises tailored to address gender sensitivity and age appropriateness. These selections of genres are expected to open the eyes of the learners to the myriads of unique Bhutanese values and make them loyal and patriotic citizens at the same time impart knowledge, skills, and behavior to become responsible global citizens. Additionally, the curriculum includes a selection of literature from diverse geographical regions and historical periods, aiming to expose students to a wide range of traditions and cultures, fostering acceptance, access, and exploration (REC, 2016).

The English curriculum in Bhutan is thematic. The thematic approach is a holistic approach that is designed to cater to the language, academic, social, physical, and emotional needs of the child (REC, 2021). The revised English curriculum in Bhutan today encourages changing the predominant method of a teacher-centered classroom to a gender-sensitive and student-centered learning classroom (REC, 2022). Therefore, with the implementation of the new curriculum, the role of a teacher has been redefined from a 'sage on the stage' to a guide on the side' (Dendup, 2019). Another part of the major shift in the English curriculum is mandating that teachers incorporate technology in the lessons to maximize the learning outcome and to prepare both teachers and students with blended and virtual learning to ensure uninterrupted implementation of the curriculum even during severe disruptions and emergencies in the nation (REC, 2022).

According to Rai (2021), the teacher's function has changed from being the sole supervisor of the classroom and students' education to that of a guide and facilitator. The curriculum, as stated by REC (2021), aims to impart knowledge, skills, and competencies to learners. The traditional approach of relying solely on teachers and classroom-based learning is no longer sufficient. Instead, learners are expected to take an active role in their education and participate actively in their lessons to enhance their educational experiences.

### **2.3 Standards for Reading and Literature**

The study of English in the Bhutanese curriculum is organized into four Strands based on the modes of discourse through which learners learn to use language as presented by James Moffet in *Teaching the Universe of Discourse* (1983). Listening, speaking, writing, reading & literature along with language and grammar are the four strands of language. Reading and Literature are allotted the maximum time from the four strands with 38.8% of the total time of the year (REC, 2021). By looking at the share of time it is evident that the Bhutanese English Curriculum places high value on reading and literature and it has a prescribed standard that each grade's students must possess by the end of the academic year. The grade six students should achieve certain standards before exiting to the next grade. So, the English Curriculum Framework (2022) outlines the reading standards of grade 6 as follows:

- 1) Decode unfamiliar texts using knowledge of word patterns.
- 2) Read fluently and comprehend a range of grade-appropriate prose, poetry, and essays independently.
- 3) Comprehend visual texts with specialized features through viewing (e.g., films, posters, advertisements, photographs, illustrations, diagrams, maps, and other authentic texts).
- 4) Use a variety of strategies before, during, and after reading and viewing to enhance comprehension, construct, and confirm the meaning of texts in different media and technologies.
- 5) Appreciate the emotive effects of the poetry/figurative language.

6) Read some of the appropriate literary works from Bhutan and other countries.

To meet these standards, the grade six students must exhibit several competencies. REC (2022) asserted that a learner's capability to overcome difficult situations by utilizing psychosocial resources (abilities and attitudes) in a particular context is called competency. The grade six students should demonstrate the following competencies:

- 1) Read a range of texts using a variety of strategies to make meaning including one of the key features of various forms.
- 2) Extract essential information from the text and other sources using strategies like deduction where appropriate to build on comprehension and analysis skills.
- 3) Identify figurative language and understand the meaning to appreciate the beauty it adds to a text.
- 4) Relate themselves and their ideas to the characters and ideas they encounter in the text they read.

According to Martin and Ritzhaupt (2021), reading standards and competencies are important components for helping students advance in their reading. To achieve the aforementioned standards and competencies, the researcher used a flipped classroom to teach four poems in this study to grade six students. During the pre-class activities, students read the assigned texts with the help of instructional notes and videos shared through Google Classroom. The objective and purpose of their reading were mentioned clearly before the reading. Their readings were assessed with quizzes and short answer questions. During the in-class activities, the teacher gave feedback on the task submitted before the class and they collaborated with their peers to solidify their reading by making connections between what they have read to the various comprehension activities designed for the study.

## 2.4 Importance of Reading

According to Kaya (2015), Reading is a self-discovery process. During this process, readers interact with written materials by devoting both cognitive and metacognitive efforts to construct new knowledge to make or infer meaning. In line with that REC (2022) posits that reading is a collaborative process where the reader, the author, and the text engage in a dialogue about the writing's topic, allowing students to grasp the information presented in the text. In addition, reading is defined as a process of responding to, making sense of a text being read, and relating it with the prior knowledge of the reader. Prior knowledge aids the reader in understanding the new knowledge (Spratt, Pulverness, & Williams, 2005).

Therefore, it can be said that reading is a communicative process between the writer and reader in which the reader tries to gather the information in the text by understanding, interpreting, and connecting to the reader's prior knowledge (Fahmi et al., 2020). Being able to understand the material and apply it to one's writing is just as important as simply acquiring new words and sentence structures when reading. Reading, according to Siregar, Afriazi, and Arasuli (2019), is the act of taking in and deciphering language-encoded information through print media.

There are essentially two reasons people read: to have fun and to learn new things (Kaya, 2015). To acquire knowledge, reading comprehension is equally crucial (Ameyaw & Anto, 2018, p.1). Making the students comfortable reading literature written in the English language is the primary goal of reading in English as a second language (ESL) classroom (Albiladi, 2019). Thus, reading plays a critical role in assisting the students in developing other abilities, such as speaking and writing.

Reading is an absolute necessity for students if they truly want to expand their knowledge and grasp useful information (Fahmi et al., 2020). Reading opens the eyes of the students to the world around them and through reading they will be able to grow intellectually and uncover the knowledge and wisdom which will otherwise remain unknown to them. This idea was supported by Marzuki (2019) who reiterated that

students who read for a variety of reasons will typically do better academically and learn more since reading gives them access to various chances and open up a new world. Moreover, Kaya (2015) asserted that if students are not aware of their reading skills, they will be not able to develop the required comprehension skills which are necessary for their academic achievements. In line with that Lhamo (2023) added that effective reading skills are important for the students as reading is the foundation of learning which is the primary requirement in this fast-changing world.

Therefore, in this study, the students read 4 poems prescribed in their curriculum textbooks individually with the help of instructional notes and videos at home as a pre-class activity. When they came to the class they read along with their peers and in groups to collaborate in the various comprehension activities designed for the study.

## **2.5 Reading Comprehension**

According to Sin and Siapoosh (2020), reading comprehension is recognizing written characters and understanding the significance they convey. It is also defined as the capacity to comprehend a written passage, which requires a comprehensive approach involving recognizing the structure, and pronunciation, deciphering words, understanding sentences, drawing upon prior knowledge related to the text, and employing cognitive as well as metacognitive techniques. Alshati and Al-Khawaldeh (2023) posit that reading comprehension involves multiple ranges and relies on both sensuous symbol analysis and correct pronunciation, it can be considered as a complex talent. To effectively convey the writer's intended message, the reader must understand that precise reading comprehension necessitates the availability of situations in addition to recognizing the meanings found in the text and creating connections between words and sentences. This cannot occur unless the reader correctly chooses the meanings and adopts the author's concepts (Bani Yasin, 2008).

Moreover, reading comprehension is a cognitive ability focused on developing and mastering the skill. It encompasses various interconnected processes that a reader utilizes to understand the content, interpreting it based on their knowledge. Unlike

sensory perception, it relies on mental faculties like concentration, scrutiny, synthesis, connection-making, evaluation, and discernment (Suman & Abdekhak, 2019). In this study, reading comprehension is the ability of the students to read the poems with the help of instructional materials and videos at home and accordingly solidify their understanding by participating in in-class activities like debate, role-play, pantomime, and creating a poem either collaboratively or individually based on the learning outcome.

In the words of Baier (2005) students who are deprived of the necessary comprehension skill will face difficulty in learning other subjects. Comprehension encompasses creating meaning that is acceptable and accurate by connecting the reader's previous knowledge with what has been read (Kirmizi, 2010). Moreover, Phuntsho (2022) asserted that an effective and efficient ability to read is the key to harnessing greater reading comprehension.

Although reading comprehension skills are particularly critical for students as they advance in their educational journey, according to Westwood (2001) some factors hinder the comprehension skill of the students' reading, such as motivation, interest in reading, reading materials, intellectual ability, and effective use of strategies. Normally, ESL students confront the frequent challenge of comprehending the text they are reading and this lack of comprehension subsequently leads to poor academic performance. Therefore, to raise the bar of academic performance and to make reading more interactive and effective, it is particularly important to identify the proper reading comprehension skill. Lee (2017) asserted that reading comprehension can be a daunting task for many reasons, but whatever the cause knowing the right skill can help the student in getting the right support. The six skills to improve reading comprehension in the words of Lee (2017) are as follows:

1) Decoding: It is an important step in the reading process because this step is the foundation for other reading skills. Decoding depends on an early language skill called phonemic awareness and this will let the students hear individual sounds in words. Decoding also relies on making connections between the individual sounds and letters. It is said that most children learn phonological awareness by getting in touch

with books and rhymes. An early sign of reading difficulties is recognizing rhymes, counting syllables, or identifying the first sound in a word. In this study students were exposed to their reading for an extended time and in the class they were constantly working with their peers and these interactions improved their decoding skills.

2) Fluency: For children to read with fluency, they must be able to quickly recognize words, even those that cannot be sounded out phonetically. Fluency enhances their ability to read and comprehend text. Fluent readers read smoothly and at an appropriate pace. They group words to aid in understanding and use the right tone when reading aloud. Reading fluency is crucial for effective reading comprehension. One of the effective ways of helping students with fluency is by giving them enough practice in reading and helping to select a book that matches their skill and interest. In this study, the researcher selected four appropriate poems that have the potential to motivate the students to read and re-read because of the rhyming, rhythm, and tone of the poems. Moreover, there were many activities like summarizing, presentation, role-play, and debate which aided in the development of their fluency as students read together and helped each other with the guidance of the teacher.

3) Vocabulary: Comprehension of written text relies on understanding the majority of the words within it. A strong vocabulary is essential for effective reading comprehension. While students can acquire new vocabulary through direct instruction, they often learn word meanings through daily experiences and mostly from their reading. One of the effective ways of helping the students with vocabulary is by exposing them to as many new words as possible and by making learning vocabulary enjoyable through word games and other interactive activities in the classroom. Students in this study strengthened their vocabulary through active participation and interaction with their peers in active class learning.

4) Sentence construction and cohesion: Understanding sentence structure and connecting ideas within and between sentences, known as cohesion, may seem like writing skills. However, these skills are also vital for reading comprehension. Students must have a complete understanding of how ideas are linked within a sentence to comprehend the meaning of a passage or a complete text. Acquiring this skill will help the students to make a better understanding of the complete text. This skill was given more attention in this study as students read independently at home and their

learning was solidified when they came to the class and exchanged ideas with their friends guided by the teacher.

5) Reasoning and background knowledge: The majority of readers connect what they read to their existing knowledge. Therefore, children must have background or prior knowledge about the topic when they read. They also need to develop the ability to infer meaning and understand implied information, even when it's not explicitly stated. To develop this skill a student should be given ample opportunity to read more, participate in discussions, and watch movies and TV shows. And most importantly, a teacher should always find a reason to talk with the students, sharing the experiences and discoveries they came across and motivating the students to do the same. Teachers can help the students to build reasoning skills and make connections between the new and prior knowledge by asking open-ended questions that will push the students to use their critical thinking and reasoning abilities.

6) Working memory and attention: When children read, their attention enables them to absorb information from the text. Working memory then allows them to retain this information and use it to comprehend the text, thereby building knowledge from what they're reading. Working memory along with attention is considered an important duo to improve reading comprehension. Teachers must use different games and activities that can improve the working memory and attention of the students and help them find the appropriate books that will motivate them to read more.

Therefore, when the readers develop these six essential reading comprehension skills, they will be able to comprehend the text easily without relying on their teachers or peers. Reading will become more engaging and they will be motivated to incorporate reading in their daily routine. It's critical to use a range of tactics in addition to the six comprehension abilities listed above to help students improve their fluency and comprehension. According to Basmo (2022), there are six basic comprehension strategies, and each has a special set of advantages for certain kinds of students. The six strategies to improve the reading comprehension skill are:

1) Previewing: During the previewing stage, readers must establish a small connection between the book they currently reading and their prior knowledge. This method might vary from person to person depending on factors including age,

reading proficiency, and the purpose of the reading session. One of the best reading tactics is to have students understand the book's purpose and make a connection to their prior knowledge of the author or the book's actual theme.

2) Predicting: At this point, students have to take a few minutes to try to predict the subject matter of the book. Being compelled to make connections to earlier readings will raise students' attention and focus levels. Students will try to predict the course of a book, the actions of the main characters, and the details that the author will disclose in the next few pages.

3) Identifying the main ideas: During this stage, the students will recognize the main ideas and themes, which will motivate them to think broadly. Students need to know which details are most important and mentally summarize the material they are reading. Students will comprehend a book more deeply if they truly think about what the author is trying to achieve with it.

4) Questioning: To read to completely understand what they are reading, students must ask questions and seek solutions while they read. As a result, students' reading becomes much more rewarding and enjoyable since they are more engaged.

5) Making inferences: By concluding what they have read, students make connections between what they have learned and what they already know. They can react to questions using this ability, drawing judgments about the text's topics and fundamental ideas.

6) Visualizing: When students attempt to visualize what they are reading, they use a different region of their brain. The capacity to mentally envision or visualize events from a text is very beneficial to students. For them, the written word becomes more "real" and easier to absorb and recall when they can see what is happening.

All the aforementioned strategies are crucial for the students to derive the best out of their reading. Incorporating those reading strategies will make reading more rewarding as their comprehension skill will be heightened. This is especially true as Kaya (2015) states that comprehension abilities are required to pass any exam. When teachers assign reading assignments that young readers can comprehend, Mulida and Gani (2016) claim that this improves students' understanding. Teachers must employ

strategies that support their students' comprehension of the text when teaching reading to their students. There are plenty of strategies that a teacher can use to improve the reading comprehension of the students. Still, the researcher used a flipped classroom in this study to examine its effectiveness in developing the English reading comprehension of grade 6 Bhutanese students because flipped classroom has the potential to improve English reading comprehension skills as this strategy is a student-centered learning which gives enough time for students to practice reading individually as well as with their peers in the class, with the use of a technology.

This method prepared students for the class, in the pre-class class activity students went through the reading materials aided by instructional notes and videos at their own pace. Moreover, researcher got more time to guide and support every student because of increased class time. Anderson, Kratkwohl, and Bloom (2001) suggest that the flipped classroom approach has the potential to enhance students' critical thinking abilities, including application, analysis, synthesis, and evaluation. According to Kong (2014), this new approach was also found to improve students' critical thinking and literacy abilities.

## **2.6 Background of Technology**

Technology is becoming a necessity for all human requirements due to its rapid development, particularly in education. These days, technology is widely employed in classrooms for a variety of functions, including preparation, evaluation and assessment, result analysis, documentation, and more (Nelson, Palonsky, & McCarthy, 2010). Technology use was said to have shifted to "high-stakes accountability" starting in 2000. According to Halverson and Smith (2010), this modification has strengthened official correspondences, improved human-to-human connection, and improved the teaching and learning process.

In order to produce potential human resources that can compete on a global scale, Bhutan accords education a high priority. Dendup (2019) asserts that technology is consequently considered to be one of the key strategies for raising the standard of

education in Bhutan. Information and communications technology (ICT) is widely acknowledged to be essential to raising educational standards and promoting equity. ICT is thought to be one of the most significant and useful instruments that can help and lead to better teaching practices and student learning improvements (Ministry of Education[MoE], 2019).

To give students a wide range of learning opportunities and improve their educational experience, Seldon (2022) contends that incorporating technology into subject-specific curricula is imperative. In addition, Georgsen (2013) claimed that students currently live in a society that has changed significantly from the past and that they communicate with one another through various social media platforms. These call for adjustments to curriculum and teaching strategies. Hazar (2020), who said that new teaching and learning approaches have been established as a result of technological improvements, further backed this claim. Books and lectures have always been the main sources of information for students, but thanks to technology—especially the internet, which is utilized extensively in classrooms—both teachers and students can now access knowledge at any time and from any location (Lhamo, 2023).

Moreover, Bhutan's New English curriculum encourages teachers to leverage technology to enhance their lessons and provide students with greater experiences and results. While technology can be used to teach language, language skills can be utilized to explore technological applications and become knowledgeable consumers (REC, 2021). Furthermore, according to REC (2022), ICT integration prepares students and teachers with virtual and blended teaching-learning approaches to ensure that the curriculum is implemented without interruption even during major disruptions and emergencies in the nation. According to Gray (2016), technology can lessen educational inequity, foster collaborative learning, enhance the interaction between teachers and students, and modify learning settings to suit the requirements of all students. Enhancing the efficacy of the teaching and learning process is achieved by providing students with an extensive range of knowledge and information. Students' creativity can be enhanced and they can become lifelong learners thanks to technology. Students can benefit from engaging in both formal and informal learning environments that are

stimulating and empowering with the aid of ICT, enabling them to engage in active, creative, intelligent, and moral participation in our globally interconnected society (D'Angelo, 2018).

In recent years, technological developments have introduced significant adjustments in the teaching field, in which blended learning procedure is becoming a growing fashion due to its prominent advantages. According to Shin (2011), blended learning that combines online and face-to-face instruction can create a successful teaching and learning experience. It proves that the flipped learning model can create a great amount of educational value such as the development of class preparation, classroom interaction, and academic accomplishment.

Therefore, to leverage the use of technology the researcher used the flipped classroom approach in this study which used Google Classroom as an LMS to flip the lessons to develop the English reading comprehension skill and to provide a high level of learning satisfaction to Grade 6 Bhutanese students. Along with the reading materials, instructional notes, and videos were assigned to make reading more effective, and online quizzes and short answer questions were also carried out in the Google Classroom.

## **2.7 Definition of Flipped Classroom**

The flipped classroom, as defined by Bergmann and Sams (2012), is a pedagogical model in which the typical lecture and homework elements of a course are reversed. In the flipped classroom, students engage with multimedia materials, such as videos, presentations, or readings, outside of class, typically as homework. Class time is then re-purposed for hands-on activities, exercises, and discussions that would traditionally have been left for homework. Similarly, Touchton (2015) argues that even in the absence of internet resources, the flipped classroom model assigns students' materials to prepare ahead of time and reserves in-class time for higher-order thinking exercises. Nevertheless, Strayer (2012) claims that by providing course material outside

of the classroom, technology can be utilized in this model to increase learners' knowledge.

With this learning model, teachers can give this instruction by recording and reporting screencasts of the work they can do using their computers, developing videos for their teaching, or creating video lessons from reliable Internet sites. Students need to watch such videos before they get into the classroom to participate actively in classroom activities. The videos embrace a "bring the world to the classroom" approach and, for this reason, they become more engaging, attractive, and motivating to the classroom students (Hamden & McKnight, 2013).

In this study, Flipped Classroom refers to a learning strategy where students read poems individually with the reading materials aided by instructional notes and videos at home, the instructional notes guided their reading, and their readings were assessed by assigning some questions and quizzes in the Google Classroom. And when they came to the class they strengthened their reading by working and discussing with their peers with the help of the teacher's guidance. Unlike conventional classrooms, in the flipped classroom students got more time to collaborate with their peers because the lecture and instruction of the teacher were already delivered before the class in the pre-class activity. And the teacher got more time to guide and monitor the learning process. This is in line with Baker (2000) who posits the flipped classroom format begins with the "lecture" being delivered before students arrive for class. As a result of creating the background knowledge before class, the students are ready to participate in the collaborative situation that the teacher has created.

In the flipped classroom model, students use home tasks to learn the lower levels of Bloom's taxonomy, such as remembering and understanding. Meanwhile, higher levels of Bloom's taxonomy, such as applying, analyzing, evaluating, and creating, are mainly discussed and focused on inside the classroom (Krathwohl & Anderson, 2010). In this study students read the poems with the help of videos and instructions provided in the Google Classroom and after their reading they carried out activities that required lower levels of skills like answering short questions and quizzes. Where in the class

they collaborated with their friends and carried out activities that required a higher level of skills like presentations, role-play, debate, and creating a poem.

## 2.8 Benefits of Flipped Classroom

Students in a variety of learning environments have reportedly benefited from the flipped structure. Own-paced learning is one of the many advantages that the flipped model can offer to students (Yang & Chen, 2019). The instructional videos or lectures are available to students in this model at any time and from any location. To further help them comprehend and become experts in the material offered, students can also rewind or re-watch the entire lectures or videos (Phung & Yen, 2020).

Students' participation is the second benefit of flipped learning (Fulton, 2012; Karimi & Hamzavi, 2017; Shi-Chun et al., 2014; Vuong et al., 2018). Students in a normal class study new material in class and do homework or additional practice at home. Flipped classrooms allow students to learn new material at home while working together on group projects during class. Consequently, this encourages students to participate in active learning.

The flipped paradigm also assists in reducing time constraints in the classroom (Basal, 2015; Fulton, 2012; Karimi & Hamzavi, 2017; Shi-Chun et al., 2014; Vuong et al., 2018; Yang & Chen, 2019). In a flipped classroom, students can benefit from higher-order thinking skill tasks during class time, while traditional teachers may find that they don't have enough time for students to practice after teaching the new material (Loi, 2014). Put another way, students may make the most of their practice and comprehend the material more deeply through in-class activities if they have already been exposed to it at home.

Instructional videos can be used by learners of all levels to review content. Lower-level learners can pause, rewind, or fast-forward the videos, while stronger learners can benefit from in-class activities. This approach also helps learners who prefer reviewing lessons over asking the teacher for clarification. Optimizing the

educational environment can improve learners' performances remarkably. Studies by Huang and Hong (2016), Karimi and Hamzavi (2017), Loi (2014), Vuong et al. (2018), and Yang and Chen (2019) support this idea.

## 2.9 Stages of Flipped Classroom

When implementing the flipped classroom strategy, teachers must supervise their students both inside and outside of the classroom because they have to participate in in-class activities as well as online self-study. By combining the two classes, students can learn independently at home and with the help of their teacher and peers at school (Fahmi et al., 2020). The implementation of the flipped classroom in the current study was based on Bishop and Verleger (2013). They proposed that the flipped classroom model is an educational technique that consists of two main parts:

### 1) Pre-Class Activity.

Pre-classroom or outside-classroom activity in a flipped teaching strategy consists of two main stages:

#### a. Preparing the online material

Online materials were provided before the classroom teaching and learning session. The teacher was responsible for preparing appropriate materials and instructions based on the learning objectives. The presentation of these materials must be engaging and interesting, which will motivate and attract students to learn (Fahmi et al., 2020). The researcher prepared instructional notes and videos that would let the students know about the objective of their reading. Along with the instructional notes, videos, and reading materials, the researcher prepared quizzes and short answer questions to evaluate their reading and to find out their comprehension of the reading materials.

#### b. Sharing the material

After preparing the materials, the researcher shared the material through Google Classroom. The students accessed the shared materials through their phones or laptops. Additionally, to confirm that students have reviewed videos or finished assigned readings at home, they answered reading questions or quizzes before

participating in the classroom session, providing a means to communicate their learning progress (Houston, Michele, & Lin, 2012).

## 2) In-Class Activity

The interactive group learning activities inside the classroom, usually referred to as in-classroom sessions in flipped learning strategy cover two main stages as follows:

### a. Reviewing the online materials

Reviewing the pre-classroom material was done by conducting a question and answer section or giving feedback on students' pre-classroom tasks and students' notes that were already submitted before the in-classroom session.

### b. Guiding and monitoring the collaborative work

During the inside classroom session, the students were required to collaboratively work in groups consisting of 4 to 6 students with heterogeneous members and conduct the practices by taking advantage of teacher guidance and peer learning in the respective group (Dallimore, Hertensein, & Platt, 2010). In this study, the students carried out activities that require higher-order thinking skills in the class. They engaged in summarizing the stanzas of a poem, debates, role-play, presentations, and creating a poem on the same theme in their group.

## 2.9.1 Google Classroom as an LMS

Google Classroom is a free tool that provides a platform for collaboration between teachers and students. It helps them in the learning process, especially in reading (Dewi, Zahrowati, & Sulistyawati, 2019). Salam (2020) states that one of the tools that Google offered for instructional activities in the classroom was Google Classroom. Additionally, Makarim and Sari (2021) mentioned that Google Classroom is a collection of Google products for teachers, which comprises Docs, Drive, and Gmail. Designed to support educators in gathering assignments without the need for paper, it includes instructions to save time for all parties involved and creates drive folders for every student's task, keeping everything organized. Nursyahrina, Retami, Pratama, Salsabil, and Ishan (2021) have highlighted another aspect of Google

Classroom, stating that it is a useful tool for both teachers and students. With Google Classroom, teachers can create an online classroom, invite students, and distribute assignments. Students and teachers can communicate with each other about the assignments and teachers can track their students' progress. Moreover, Google Classroom is designed to facilitate virtual interaction between teachers and students (Fahriany et al., 2022).

In this study, the researcher used Google Classroom to share the reading materials with instructional notes and videos for Pre-Class activities. It was also used to evaluate the reading by assigning quizzes and short answer questions.

## **2.10 Steps of Flipped Classroom to Develop Reading Comprehension Skills**

Following is the synthesis of effective practices and guidelines commonly recommended for implanting a flipped-classroom approach to improve reading comprehension. These steps were based on research and educational literature on flipped classrooms, reading comprehension strategies, and instructional design principles. They are in line with the general principles and strategies advocated by educators and researchers in the field.

2.10.1 Select Reading Material: Choose reading materials that are relevant to the curriculum and of appropriate difficulty level for students.

2.10.2 Pre-Reading Assignment: Assign the reading materials to students before the class. Provide guiding questions or tasks to focus their reading and prepare them for class discussion.

2.10.3 Create Multimedia Resources: Develop multimedia resources such as videos, podcasts, or online presentations that provide additional context, background information, or explanations related to the reading material.

2.10.4 Assign Pre-Class Activities: Along with the reading assignment, assign activities that students must complete before coming to class. These activities could include watching a video, listening to a podcast, or completing a quiz.

2.10.5 In-Class Activities: Use class time for interactive activities that reinforce and deepen students' understanding of the reading material. This could include discussions, group work, hands-on activities, or projects.

2.10.6 Assessment: Assess students' understanding of the reading material through quizzes, discussions, presentations, or written assignments.

2.10.7 Feedback: Provide feedback to students on their understanding of the reading material and their participation in class activities. Use this feedback to guide further instruction.

2.10.8 Reflection: Encourage students to reflect on their learning process and how the flipped classroom approach has helped them improve their reading comprehension.

The researcher will follow the steps

## **2.11 The Use of Videos in Flipped Classroom as a Learning Tool Develop English Reading Comprehension Skill**

With the rapid advancement of technology, education systems across the globe have to be redesigned to cater to the needs of 21st-century learners. One of the major reforms that has taken place in the system is the use of Information Communication and Technology (ICT). ICT has become part and parcel of today's learners as they are digitally innate. Thus, integration of technology into the classrooms can generate incredible prospects for both teachers and students. The knowledge, skills, and strategies desired for comprehending and communicating through new technologies have become essential to be literate in the 21st century besides incorporating traditional literacies, that is reading and writing (Zheng, Yim, & Warschauer, 2018).

In light of unprecedented technological progress, it is imperative to blend learning with technology. Undoubtedly, video has become an indispensable component of everyday life (Rai, 2021). The use of video in reading activities facilitates the association of words into imagery and this leads to higher chances of comprehension in ESL learning (Teng, 2019). It has also aided and made the teaching and learning

experience especially of English as a second language both inside and outside the classroom more effective (Bajrami & Ismaili, 2016).

Therefore, in this study the researcher used videos along with instructional notes as a pre-class input to guide the students with the reading materials. The students read the instructions and the poems. They watched the videos to make their comprehension easier.

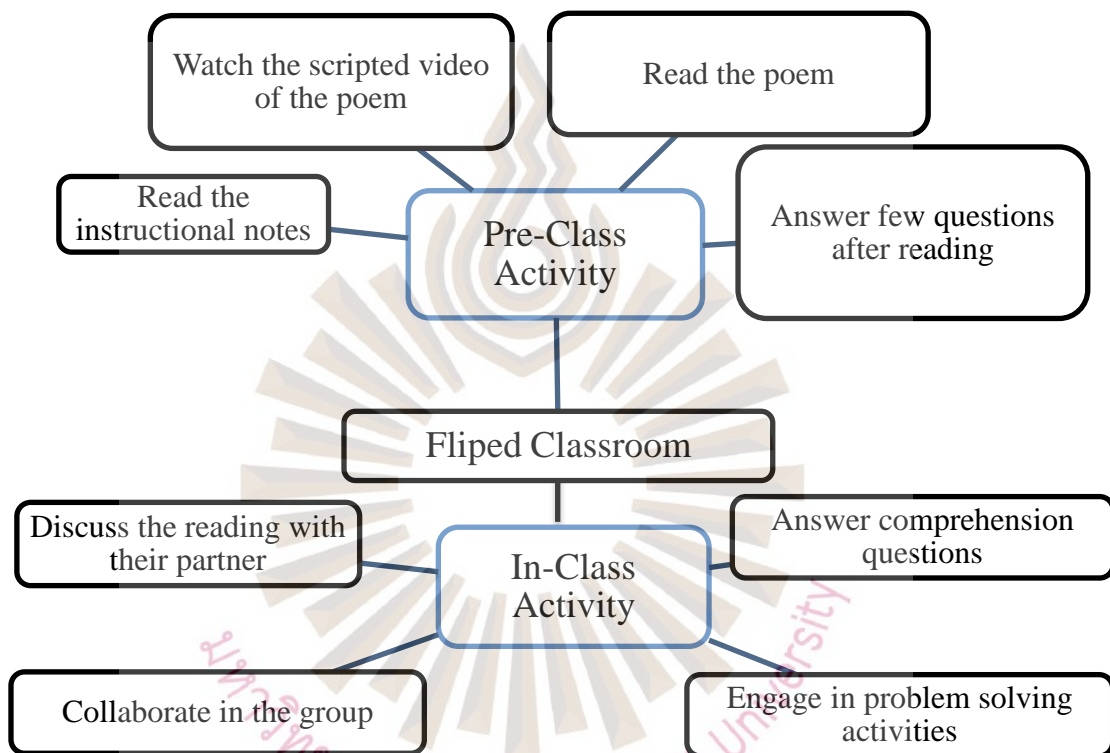


Figure 2.1 Conceptual Framework for Flip Classroom to develop Reading Comprehension

Source: Sharom & Kew, 2021

## 2.12 Use of Poetry to Enhance Comprehension Skills

Poetry, according to Merentek and Tamara (2019), is a literary form that prioritizes language and structure to express ideas and sentiments distinctively. For young kids, poetry is a valuable tool for improving their reading comprehension. It gives students fresh insights into phonemic sounds and increases their enjoyment of reading. As a result, a well-written poem can have a significant impact on young readers' literacy development (Bush, 2020).

According to Tanjung, Neviyarni, and Firman (2018), reading poetry out loud can be an enjoyable way to enhance language skills and improve observation. Despite their brevity, poems contain literary elements such as rhyming schemes, new words, characters, and narrative structures that offer a unique context for learning new vocabulary and phrases. Engaging with poetry can help students appreciate the nuances of language and develop their creative writing skills. By encouraging children to use their imagination, poetry can be a powerful tool for expanding their creativity and fostering a love of writing.

Proud (2019) asserts that poetry is an effective means of expressing oneself. Poetry allows students to express their thoughts and feelings about a subject, and it also helps them relate to and make sense of their own experiences. For young people in particular, this literary genre is beneficial since it fosters the growth of social and emotional competencies. Poetry is unique in that it has a wide range of forms and structures to suit the tastes of many readers (Hanauer, 2017). Poetry reading and writing encourage a love of language and writing techniques that improve one's creativity and communication abilities (Lhamo, 2023).

### **2.12.1 Selection of Appropriate Poems**

Schoch (2017) asserts that by selecting the right poem, students can work independently to identify the central idea and important questions for their analysis of the lesson. In a similar vein, encouraging students to consistently draw connections through the use of a theme-based approach in poetry instruction raises their understanding levels. In line with that, the researcher used four poems from a grade VI English textbook to develop the reading comprehension skill of the grade six Bhutanese students.

#### **2.12.1.1 Celebration – *Alonzo Lopez***

The poem Celebration is chosen to introduce the theme of celebration because it has a mood of happiness or joy. Through this poem, students will be able to

read about the mood of community celebrations all over the world and students will be able to see people from many different nations have celebrations in common. This poem will open the eyes of the students to the different celebrations and reflect on the importance of celebration in our lives.

#### 2.12.1.2 September – *Helen Hunt Jackson*

This is a lyrical poem written for children by Helen Hunt Jackson. It illustrates the celebration of all seasons and the special things about each season. This poem celebrates the wonders or “lovely tokens” of September. It is a very descriptive poem that will create strong visual images in the minds of students. It is a good piece for recitation as it has a distinct rhythm and one cannot help but read the poem maintaining a uniform beat throughout the poem. Students can also notice its definite and orderly rhyme pattern – the second and fourth lines of every stanza rhyme. This will open the eyes of the students to the beauty of different seasons

#### 2.12.1.3 Courage – *Robert William Service*

Although this poem is short and simple, it is profound as it allows students to talk about an abstract idea such as courage. Often we think of courage as overcoming adversity of the highest magnitude like scaling a mountain or surviving a natural disaster. This poem looks at the little acts of courage and restraint. It provides the opportunity for students to offer various interpretations of ‘courage’.

#### 2.12.1.4 Heads Bent Low – *Anonymous*

This poem has been selected as it can be used to talk about some aspects of poetry such as the length of sentences and stanzas, and rhythm. The ideas and the experiences expressed in the poem such as wisdom and humility that comes with experience will be familiar to most Bhutanese students. This will facilitate comprehension and discussion of the important ideas in the poem.

## 2.13 Related Theories

Studying the cognitive, emotional, and environmental elements that affect people's learning is known as learning theory (Fairbanks, 2021). Learning theories shed light on how individuals take in, remember, and process information as well as how they use their knowledge and abilities to solve issues and come to conclusions. According to Thomas (2020), instructors may develop successful teaching methods and nurturing learning environments that enhance students' development by having an in-depth knowledge of these theories. By looking at the learning activities designed in this study, the researcher found a close relatedness with the following theories.

### 2.13.1 Constructivist Theory

Jean Piaget (1896-1980) can be credited as the creator of constructivist theory (Aljohani, 2017). This theory states that by actively engaging with the material that is made available to them, students learn independently in their learning settings. According to Bada and Olusegun (2015), students learn more efficiently when they actively engage in a range of activities and subsequently reflect on those experiences. When students learn in the flipped classroom, they will be assigned reading materials in the pre-class activity. They have to read those materials independently at home and answer the questions assigned with the reading material.

Constructivists see learning as an active process that occurs in both the learning environment and the experiences of the students. Learners create knowledge rather than obtain new information. In the flipped classroom students would take ownership of their learning. They would engage with instructions, reading materials, and videos at home independently and learn at their own pace. While in the class they will collaborate with their peers to substantiate their learning through discussion and activities guided by the teacher. Students can learn more about the subject matter by making connections between what they have learned before the class to what they have learned from the in-class activities.

### **2.13.2 Cooperative Learning Theory**

"Cooperative learning is a set of instructional learning methods aimed to encourage students to work together on academic tasks" Yusnani (2018). The goal of cooperative learning is to collaborate, support one another, and complete the assigned task as a group. The principle of positive interdependence is one of the most important principles in cooperative learning (Arato, 2013)

In this study, while implementing a flipped classroom students learned independently during the pre-class activities and the in-class activity they would collaborate with their peers to carry out the group work. There would be a high level of interdependence between the students as the in-class activities are designed for active learning. During the in-class activities like group work, role-play, presentation, and creating a poem, they have to discuss and exchange ideas with their friends and seek the teacher's guidance if they are not clear with the concepts, therefore, all these activities require them to depend on each other, as a result, positive interdependence would be activated.

### **2.13.3 Vygotsky's social-cultural theory**

According to Vygotsky's social and cultural development theory, individuals acquire knowledge and experience through the guidance of those with greater expertise, which leads to cognitive growth. Social-cultural theorists emphasize the significance of scaffolding, or assistance provided by a more skilled individual in a particular area, to facilitate skill acquisition (Mcleod, 2023).

In the flipped classroom, the videos, peers, and the teacher acted as a support system for the students. As the students became more proficient in a particular task, the support is gradually reduced, as part of the instructional scaffolding process. The videos, peers, and the teacher worked together to provide a bridge between the model and the students. This approach allows the students to learn through various methods, such as visual and auditory, and comprehend the text more effectively.

This reading technique is in line with Vygotsky's social-cultural theory of learning and development. According to this theory, cognitive development is limited to a specific range, called the zone of proximal development (ZPD). ZPD and the flipped classroom approach are compared based on the idea that a learner can progress from their current level to a higher level with the aid of a scaffold. With the help of videos, peers, and the teacher, a learner could achieve more than they would on their own.

## **2.14 Related Research and Studies**

Attia (2019) investigated how the flipped classroom approach affected non-native Arabic speakers learning the language in terms of reading instruction, reading comprehension, and phonological awareness. The purpose of this study was to determine its relevance. The sample consisted of 64 first-level students from an Arabic Language Learning Institute. They were split up into two groups: 32 students in the experimental group and 32 students in the control group. The instructional materials and assessment instruments were created by the researcher. The flipped classroom method, a unique reading comprehension exam, and a phonological awareness test were used to gather the instructional materials for teaching reading. Both the validity and reliability of such tools were verified by using suitable statistical methods. The results showed a substantial difference in the post-application for the reading comprehension and phonological awareness tests between the experimental and control groups, which is to the experimental group's advantage.

The purpose of Sherida's (2019) quasi-experimental study was to determine how the flipped learning technique affected the instruction of critical reading skills to 10th-grade students. The findings demonstrated that the experimental group students' mean scores differed significantly from those of the control and mixed groups. Additionally, the study showed that there were significant differences that favored the mixed group over the control group, and these differences were attributed to the adoption of the flipped learning technique in the English language classroom.

Similarly, Al Nashwany (2016) investigated how the flipped learning approach affected the education of sixth-grade students in Riyadh, as well as how it affected the teaching of Arabic language instruction and the development of reading comprehension abilities. This study sought to evaluate the sixth-grade Riyadh students' reading comprehension abilities as well as their understanding of and satisfaction with the flipped learning approach. The sample consisted of fifty students divided into two groups: the experimental group, which included twenty-five students, and the control group, which included twenty-five students. The researcher prepared the study's theoretical framework using the descriptive approach. The investigation results showed that the experimental group benefited from notable differences. This attests to the flipped learning strategy's ability to enhance the learning process.

Furthermore, Phuntsho (2022) carried out a study to find out the effect of flipped classroom combined with reading comprehension strategies on students' reading comprehension in the English text of grade 4 students. 26 grade 4 students took part in this study. A pre-test and post-test for reading comprehension were carried out and during a one-on-one discussion on the reading material with a teacher, several observations were made. The observations were examined using content analysis, and the data were examined using the t-test and descriptive statistics. A statistically significant difference between the pre-test mean scores ( $M = 3.04$ ;  $SD = 2.26$ ) and post-test mean scores ( $M = 5.19$ ;  $SD = 1.44$ ) at  $p < .05$  was found by analyzing the pre-and post-test data, demonstrating an increase in the reading comprehension of the students. There was an improvement in the reading comprehension of the students, as also demonstrated by the comparative analysis of the material based on the observations on the pre-test and post-test.

Sin and Siapoosh (2020) investigated the impact of the flipped classroom model on the reading comprehension of Iranian EFL learners with different proficiency levels (elementary and intermediate). Accordingly, 60 individuals were chosen for the intermediate level and 60 for the elementary level after 120 participants were chosen based on how well they performed on the Oxford Placement test. A Nelson and PET reading exam was then submitted to ensure homogeneity. Two hundred students took

the Oxford Placement Test (OPT), which was used to choose 120 subjects to take part in the main study. The impact of flipped classrooms on reading comprehension is investigated in this experimental study. The results demonstrated that students who were taught in flipped classrooms performed better than those who were taught in traditional courses.

Alshati and Al-Khawaldeh (2023) carried out a study to find out the effect of flipped classroom on developing reading comprehension skills in English among 4th-grade students in Kuwait. The study used a quasi-experimental approach with an experimental and a control group. 50 male and female students consisted of the study sample, and a post-achievement test was applied to the members of the two groups. The data were statistically analyzed and the result revealed that there was a statistically substantial difference in the average achievement of the experimental group on the post-application. The study's findings demonstrated that the flipped classroom approach, which prioritizes student self-learning and makes it the center of instruction, had an apparent impact on the persistence of prior learning and its transfer to the classroom. This approach helped the experimental group of students' English language reading comprehension skills to grow.

Numerous studies carried out by researchers all over the world have demonstrated the effectiveness of flipped classroom in developing reading comprehension skill. However, no research has been conducted using this strategy in Bhutan, so the researcher will use this strategy to determine whether flipped classroom will help grade 6 Bhutanese students to develop their ESL reading comprehension skill and to determine their learning satisfaction.

## **2.15 Chapter Summary**

By far and large reading is one of the most important skills that can open the door of knowledge and wisdom. Reading is the basis for acquiring all other skills, and to comprehend the text, first, the students have to be good readers who are intrinsically motivated to read. Having a good reading skill will propel the students to read a variety

of texts, which in turn will contribute significantly to comprehending the text. As per the findings of several studies, to improve the student's reading skills, it is very important to integrate teaching and learning approaches that are aligned with the interest of the learners. On that note, teachers play an instrumental role in designing and creating a learning experience that will support and motivate the learners to read with a high level of comprehension. Therefore, in the current study, the development of English reading comprehension skill using flipped classroom is one of the effective contemporary strategies which has the greatest impact on the development of reading comprehension of the students. Flipped classroom integrate technology that makes learning more engaging and rewarding.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter describes the research methodology, including research method, design, population and sample, instruments, data collection procedures, instrument validity and reliability, and data analysis procedures.

#### **3.1 Research Design**

As per Pandey, M., and Pandey, P. (2015), a research design is a framework or plan that guides data collection and analysis. It is a roadmap that helps complete a study. In this study, the researcher used a mixed methods research design of quantitative and qualitative research approaches.

Mixed methods research involves collecting and analyzing both quantitative and qualitative data in a single study, providing a comprehensive understanding of complex phenomena that cannot be fully captured by using only one research method (Shorten & Smith, 2017). McKim (2017) has emphasized the importance of adopting a mixed-method approach. According to McKim, using mixed methods provides a better and more in-depth understanding of complex phenomena. This approach can also increase confidence, improve accuracy and completeness, and contribute to overall validity.

Therefore, the researcher used a quasi-experimental design incorporating both qualitative and quantitative methods for this study. To collect the quantitative data, the researcher administered a pretest before using a flipped classroom for the research participants and a posttest after the lessons are completed with the use of flipped classroom as treatment. For collecting the qualitative data to determine learning satisfaction, the researcher used semi-structured interviews after the use of a flipped

as treatment. For collecting the qualitative data to determine learning satisfaction, the researcher used semi-structured interviews after the use of a flipped classroom. Following Figure 3.1 illustrates the research design of the study.

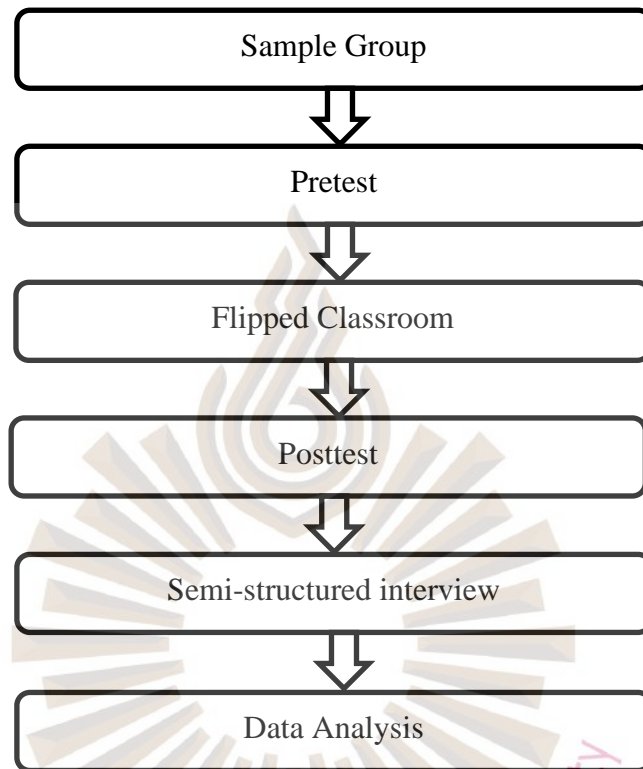


Figure 3.1 Research Design

### 3.2 Population and Sample of The Study

This study was carried out in one of the primary schools in Wangduephodrang District, which is located in the western region of Bhutan. Since there was only one section of grade 6 in the sample school, the researcher included all 30 students as the research participants.

Table 3.1 Demographic detail of the participants

Details	Gender		Total 30
	Male	Female	
Number of students	15	15	
Age range	11-14	11-14	

### 3.3 Research Instruments

Research instruments unequivocally refer to tools that are designed specifically for collecting, measuring, and analyzing data from participants on a subject of interest (Lee, 2018). For the data collection purpose, the researcher used lesson plans, reading comprehension tests (pretest and posttest), and semi-structured interviews as tools to collect the data for this study.

#### 3.3.1 Instructional instrument

##### 3.3.1.1 Lesson Plans

Burns (2023) states that a lesson plan is a framework that guides teachers in delivering effective and well-structured instruction that aligns with students' learning goals. In this study, the researcher prepared four lesson plans of 90 minutes each to teach four poems from the prescribed English Reading and Literature textbook of grade 6 and the poems are 1/ "Celebration" by Alonzo Lopez, 2/ "September" by Helen Hunt Jackson, 3/ "Courage" by Robert William Service, 4/ "Heads Bent Low" by Anonymous. (Refer Appendix A for Sample Lesson Plans). The researcher taught these four poems twice a week for four weeks implementing a flipped classroom to develop English reading comprehension skill of grade 6 Bhutanese students. Owing to the design of the flipped classroom, each lesson plan was being developed in two parts, namely Pre-Class Activity and In-Class Activity. During the Pre-Class Activity students were exposed to instructional notes and videos which assisted them in reading the poem. After the reading, they answered short answer questions or quizzes

depending on the learning objectives. Activities that require collaboration and application of skills of what has been read were designed as an In-Class Activity.

Table 3.2 Framework of the lesson plan

Week	Topic of the Poems	Pre-Class Activity	In-Class Activity
1	Celebration	<ul style="list-style-type: none"> <li>-Read the poem with the help of instructional notes and videos.</li> <li>-Write answers to the questions.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss in pairs.</li> <li>-Find meaning and construct sentences.</li> <li>- Carry out dramatic reading.</li> <li>-Answer the questions.</li> </ul>
2	September	<ul style="list-style-type: none"> <li>-Read the instructional notes</li> <li>-Watch the scripted video of the poem</li> <li>-Read the poem</li> <li>-Answer the questions</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss with a shoulder partner</li> <li>-Write meaning and construct sentences.</li> <li>-Illustrate their favorite scene in the poem.</li> <li>-Create a stanza of a poem.</li> </ul>
3	Courage	<ul style="list-style-type: none"> <li>-Read the instructional notes.</li> <li>-Watch the scripted video of the poem.</li> <li>-Read the poem.</li> <li>-Answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss in pairs.</li> <li>-Dramatize the poem.</li> <li>-Problem-solving scenarios that require courage.</li> <li>-Answer the comprehension questions.</li> </ul>
4	Heads Bent Low	<ul style="list-style-type: none"> <li>-Read the instructional notes.</li> <li>-Watch the video</li> <li>Read the poem.</li> <li>-Answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss in pairs.</li> <li>-Debate</li> <li>-Create a poem</li> <li>-Answer the questions</li> </ul>

### **3.3.2 Quantitative Data Collection Instruments**

#### **3.3.2.1 Reading Comprehension Test**

To compare the reading comprehension skill of grade 6 Bhutanese students before and after using a flipped classroom, the researcher conducted a reading comprehension test with 20 marks multiple choice questions and 10 marks short answer questions for a total of 30 marks. (Refer Appendix C for reading comprehension Test Questions). The pretest was conducted before the intervention and the posttest after the intervention using the same sets of test items used for the pretest. The research used the same test items for both pretest and posttest to ensure consistency with the evaluation. Reading comprehension test items are framed following the guidelines of Bhutan Council for School Examination Assessment (BCSEA) and Bloom's Taxonomy.

### **3.3.3 Qualitative Data Collection Instruments**

#### **3.3.3.1 Semi-Structured Interview**

A semi-structured interview allows for a flexible and conversational approach, providing researchers with a deeper understanding of a phenomenon and allowing for unanticipated insights (Lochmiller & Lester, 2017). Since semi-structured interviews are conversational in nature and employ a flexible interview protocol, the researcher can gather open-ended data and delve into the participants' ideas, sentiments, and perspectives regarding a given subject (DeJonckheere & Vaughn, 2019). In order to investigate the learning satisfaction of the grade 6 Bhutanese students towards the use of the flipped classroom strategy, the researcher conducted a face-to-face interview with all students after the intervention.

The researcher framed six questions for the semi-structured interview (Refer Appendix E for Semi-Structured Interview Questions). The students were given the liberty to choose a language of their choice to respond to the questions. Each student's response was recorded on audio during the interview and later the researcher translated

and transcribed their responses in English. The data were analyzed using different themes.

### 3.4 Validity and Reliability of The Research Instruments

#### 3.4.1 Content Validity

According to Livingston (2018), validity tells if the test results are measuring the appropriate things for the test's intended purpose. The validity of the research instruments, lesson plans, test items, and semi-structured interview questions were validated by 3 experts, a professor from Rangsit University, Thailand, and two seasoned English teachers from Bhutan (Refer to Appendix I for Expertise Details). Item Objective Congruence (IOC) by Turner and Carlson (2003) was used as the basis for validating all of the instruments. IOC was calculated by applying the formula:  $IOC = \frac{r}{n}$  where 'r' is the sum of the score of individual experts and 'n' is the number of experts. The IOC outcome index has a range of -1 to +1. A rating of 0 indicates that an item is good but not persuasive enough to accomplish the given aims, whereas a rating of +1 on the IOC denotes how accurate the instruments are with the stated objectives. Furthermore, the item's grade of -1 guarantees that items do not align with the stated objectives. In short, if the value of the item falls between 0.67 to +1, the item would be considered as valid and accepted however if the value falls between 0.67 to -1, it means that the item needs to be realigned as per the expert's suggestions and feedback.

All the lesson plans were rated +1 by the three experts which indicated that all the items were in line with the objectives of the study and hence valid. (Refer to Appendix B for validation IOC of lesson plans). Similarly, all the test items were rated +1 by the experts which also indicated that the items were valid for the study. (Refer to Appendix D for validated IOC for reading comprehension test). Additionally, all the questions in the semi-structured interviews were also rated +1 by the experts which indicated that the questions were also valid for the study. (Refer to Appendix F for IOC for Semi-Structured Interview questions).

### **3.4.2 Reliability**

Carrool (2022) asserts that reliability is the technique for assessing the credibility of a study's findings. To validate the reliability of the reading comprehension test questions, a reliability test was conducted with 30 grade 7 students of a neighboring school where the researcher carried out the study. The reliability test consisted of 20 multiple-choice questions and 10 short answer questions for a total of 30 marks. The researcher used the Kuder-Richardson formula (KR-20) to find the reliability coefficient of the test items. The KR-20 coefficient for the instruments should be equal to or greater than 0.70 if the instruments are to be reliable. The KR-20 coefficient test was 0.75 (Refer to Appendix K for the Reliability Test report) which was greater than 0.70. Therefore, it was affirmed that the test items were reliable.

## **3.5 Data Collection Procedures**

### **3.5.1 Ethical Consideration**

#### **3.5.1.1 Approval**

According to Mohajan (2017), ethics is an essential component of any research. In order to ensure that research is carried out correctly, ethical issues are of the utmost importance for researchers carrying out educational research (Basit, 2010). Therefore, to carry out this study, the researcher obtained an approval letter from the Research and Development Institute of Rangsit University, followed by an approval letter from the Ministry of Education and Skills Development in Bhutan. (Refer Appendix H for the letters of approval). The researcher further sought consent from the principal, class teacher, subject teacher, and the research participants before collecting the data.

Since research participants are below the legal age, parents/guardians were requested to read, understand, and sign the consent letters. This was done to avoid

violation of the rights of the participants during the study. (Refer Appendix G for the consent letters).

#### 3.5.1.2 Anonymity and Confidentiality of the Participants

The research participants' details, views, and opinions were maintained confidential and anonymous throughout the study by using numbers. To maintain confidentiality, research participants were referred to as student 1 (Std 1), student 2 (Std 2), and so on.

### 3.6 Data Analysis

The researcher gathered data on reading comprehension skill by administering pretests and posttests. Additionally, data on the participants' learning satisfaction was collected through semi-structured interviews. Following data collection, the researcher analyzed the data to address the two research objectives.

#### 3.6.1 Reading Comprehension Test

The descriptive analytic method was used to examine the reading comprehension test data (pretest and posttest). The mean, standard deviation, and significant value (p) were calculated in order to do a comparative statistical analysis using the paired sample T-test.

#### 3.6.2 Semi-Structured Interview

The researcher conducted a semi-structured interview with all 30 participants, asking six specific questions. To ensure the reliability and authenticity of the data, the participants' responses were recorded and later translated into English. The collected data was then coded and analyzed, categorized into five distinct themes: Shift in Learning, Learning Enjoyment, Improved Comprehension, Motivating Learners, and Learning Satisfaction.

## **CHAPTER 4**

### **DATA ANALYSIS AND RESULT**

This chapter details the findings of the study. Reading comprehension tests were conducted with the sample group before and after the intervention to assess the students' learning achievements and satisfaction. The study used research instruments such as pretests, posttests, and semi-structured interviews. To address the first research question, quantitative data were collected through pretests and posttests. To address the second research question, qualitative data were obtained through semi-structured interviews and analyzed thematically.

#### **4.1 Analysis of Students' Reading Comprehension Skill**

The pretest and posttest results were analyzed to determine the impact of implementing the flipped classroom approach with poetry instruction in a Bhutanese classroom on the learning achievements of grade 6 students. The pretests and posttests, consisting of 20 multiple-choice questions and five short-answer questions, were administered to 30 grade 6 Bhutanese students both before and after the implementation of the flipped classroom approach. To assess the effectiveness of this approach, the pretest and posttest scores were compared using a paired sample t-test, with comparisons made based on the mean, standard deviation, and significance level (p-value).

##### **4.1.1 Pretest and Posttest Comparison**

The learning achievement of Grade 6 Bhutanese students was compared before and after the intervention using data gathered from pretest and posttest scores, as shown in Table 4.1.

Table 4.1 Paired t-Test Analysis

Group	Pretest		Posttest		Mean Difference	T	P-Value
Sample	Mean	SD	Mean	SD	22.85-12.63	-18.210	.000
Group	12.63	4.495	22.85	3.996	=10.22		
Significance level (p): <0.05 significant							

The pretest and posttest mean scores were 12.63 and 22.85, respectively. Table 4.1 data highlighted a significant 10.22 mean difference between the posttest and pretest scores. With a notable mean score in the posttest and a p-value .01, it was evident that posttest mean score was significantly higher. This underscored the effectiveness of flipped classroom with poems as an instructional strategy in improving students' comprehension skills.

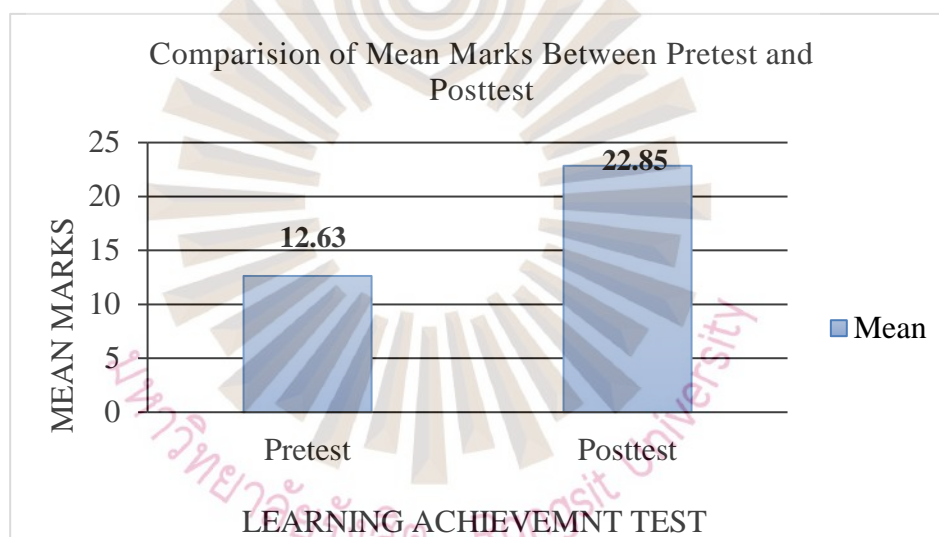


Figure 4.1 Comparison of mean score between pretest and posttest

Figure 4.1 illustrates the mean scores for the pretest and posttest, which were 12.63 and 22.85 respectively. It is clear that posttest scores significantly exceeded the pretest scores, demonstrating the intervention's positive impact on students' academic performance. The data clearly demonstrates that the posttest scores surpassed the pretest scores significantly. This highlighted the effectiveness of using flipped classroom approach with poems to improve the reading comprehension skill of Grade 6 Bhutanese students. This result not only provided a positive response to the first research question but also align with the first research objective and hypothesis.

Through a comparison of the pretest and posttest scores, the researcher calculated each students' improvement score. The precise information about the improvement score is given in Table 4.2. It was noted that posttest scores of all the students had significantly improved.

Table 4.2 Score difference between pretest and posttest

Std no.	Pretest	Posttest	Improved score	Percentage Difference
1	4.50	16.50	12	40
2	16.50	27.50	11	37
3	20.00	27.00	7	23
4	20.50	28.00	8	25
5	14.50	21.00	7	22
6	13.00	23.00	10	33
7	9.00	20.50	12	38
8	13.00	23.00	10	33
9	14.00	28.00	14	47
10	7.00	13.50	7	22
11	12.50	26.50	14	47
12	19.00	28.00	9	30
13	4.00	19.00	15	50
14	5.00	18.50	14	45
15	18.50	25.00	7	22
16	8.00	20.00	12	40
17	11.50	22.00	11	35
18	14.00	26.00	12	40
19	13.00	26.00	13	43
20	10.00	28.00	18	60
21	10.00	24.00	14	47
22	13.00	23.50	11	35
23	13.00	21.00	8	27
24	20.50	29.00	9	28

Table 4.2 Score difference between pretest and posttest (cont.)

Std no.	Pretest	Posttest	Improved score	Percentage Difference
25	14.00	21.00	7	23
26	15.00	22.00	7	23
27	9.00	19.00	10	33
28	10.00	18.00	8	27
29	14.00	22.00	8	27
30	13.00	19.00	6	27

Table 4.2 provides a comprehensive overview of each students' score improvement from the pretest to posttest. Notably, Student No. 20 demonstrated the highest improvement, achieving a remarkable 18-point increase in the posttest. Conversely, Student No. 30 displayed the least improvement, with only 6-point increase in the posttest. These results collectively indicated significant improvement in the posttest scores, reflecting the effectiveness of the intervention.

#### 4.2 Analysis of Students' Learning Satisfaction

To fulfill the study's second objective, semi-structured interview was conducted to collect qualitative data. This objective aimed to ascertain the satisfaction of Grade 6 Bhutanese students regarding the implementation of a flipped classroom approach with poems to enhance their reading comprehension skill. The researcher conducted face-to-face interview with each student at the end of the study. The same student codes were used consistently during both the pretest and the posttest to safeguard the anonymity and privacy of the study participants. Students were given the freedom to answer interview questions in their preferred language, with their response being captured in audio format. These audio recordings were later transcribed and translated into English to facilitate analysis.

The data were subsequently processed, analyzed, and categorized into distinct themes. The gathered data from the interview were scrutinized within five overarching

themes: Shift in Learning, Learning Enjoyment, Improved Comprehension, Motivating Learners and Learning Satisfaction.

#### 4.2.1 Shift in Learning

After conducting interview with Grade 6 students, it has become evident that the implementation of flipped classroom with poems has resulted in noteworthy shift in learning. Prior to this study, students had little or no familiarity with this pedagogical method, and this research served as their initial exposure to the flipped classroom in their educational journey. During the interview, all students expressed that they had never studied with flipped classroom as a strategy before, and this was their first experience in learning poetry using this strategy.

Std. no 3 shared, “The flipped classroom is a new strategy to me. Unlike our old class, flipped classroom gave us enough time to read the text.” Similarly, Std. no. 5 admitted, “Reading poems with the help of videos at home and carrying out activities in the class was new but an enriching experience for me.” These two statements by the students are undeniable proof that students welcomed the shift in learning with their open hearts.

“Learning in a flipped classroom with the help of a technology was a new experience and I enjoyed reading poems with the help of videos and my friends.” Said Std no. 15. In addition to that Std no. 12 stated, “Reading the poems with the help of video, discussing the reading with my friends in the class and getting my teacher’s feedback completely changed my learning process.” In the same way, Std no. 25 also stated, “The flipped classroom is altogether a new and innovative approach where the use of technology and increased class time gave me enough time to comprehend and enjoy what I am reading.” This claim was further supported by Std no. 27 who said, “The use of technology in the flipped classroom is completely a new approach of learning for me and it kept me engaged from the start of the lesson till the end.”

These responses revealed that the flipped classroom with poetry represented a significant shift in the learning experience of the students. Therefore, the data portrayed that the flipped classroom with poetry is a much needed change in the learning journey of grade 6 Bhutanese students.

#### **4.2.2 Learning Enjoyment**

After interviewing the students at the end of the study, it became clear that all the students were satisfied by the use of flipped classroom to develop their reading comprehension. All most all the students voiced flipped classroom as a transformative strategy that changed their outlook of learning. They expressed that all the activities in the flipped classroom were engaging and rewarding which encouraged them to love what they are learning. Most of them agreed that both pre-class and in-class activities suited to their learning needs and they thoroughly enjoyed the lesson.

By looking at the responses collected from the students and after analyzing the responses it became clear that most of the students seemed to have enjoyed the lesson where Std no. 18 said, “I enjoyed reading the poems using computer.” Std no. 16 said, “The pre-class activities gave me enough time to understand the poem at my own pace and I thoroughly enjoyed the activities.” This claim was further supported by Std no. 19 who said, “The pre-class class activities prepared me for the activities in the class, it gave me confidence to participate in the activities carried out in the class.” Moreover, Std no. 1 said, “Flipped classroom is more fun because of the video of the poem, the videos helped me with my pronunciation difficulties.” This was further supported by Std no.8 who said, “The video helped me to pronounce the words clearly, it provided me with the opportunity to read correctly after watching the video.”

These claims were further supported by Std no. 17 who said, “Flipped classroom is more fun because there are many activities in the class and participation in all these activities helped us to comprehend the poem better.” Similarly, Std no. 30 said, “Using the computer in the flipped classroom is the most fun part of the lesson, we can watch the video of the poem again and again if we don’t understand the poem.”

In addition to that Std no. 22 also said, “I enjoyed all the activities in the lesson because in the flipped classroom we can learn at our own pace with the help of video and if we have doubts it becomes clear when we interact with our friends in the class activities.”

The data gathered above is a clear indication that the students found the lesson interactive and fun which contributed to positive learning outcome. Therefore, it is safe to conclude that flipped classroom with poetry had a positive impact on the students’ learning experience.

#### **4.2.3 Improved Comprehension**

Looking at the responses gathered from the interview, most of the students unanimously said that they were able to comprehend the poem better with the use of flipped classroom strategy. Std no. 11 said, “The videos of the poem in the flipped classroom helped me to read the poem better and it helped me to understand the poem.” This was further agreed by Std. no 14 who said, “In the flipped classroom there are different activities and all these activities made me to understand the poem better.” Std no. 25 also claimed, “While watching the video of the poem it taught me the correct pronunciation and intonation of the phrases and that helped me to understand the poem better.”

The analysis of the interview data also revealed that the pre-class and in-class activities in the flipped classroom enhanced the participation of the students which contributed in better comprehension of the poems. Because, Std no. 16 said, “The activities inside the classroom gave us enough time to exchange our ideas and learn from each other, this helped us in understanding the poem in depth.” Std no. 15 said, “The flipped classroom made me to understand the poem better because the pre-class activities prepared me for the lesson and the participation in the in-class activities helped me to understand the poem better.” These claims were further supported by Std no. 22 who said, “In the flipped classroom if I don’t understand the poem after watching the video, the activities in the class helps me in clearing all my doubts.”

Furthermore, Std no. 23 said, “By watching the video at home and participating in the activities in the class helped me to understand the poem better.” Std no. 22 also said, “We get more time in the flipped classroom to work in the group and this help us in exchanging our ideas and this makes understanding the poem easier and fun.” In the same vein, Std no. 25 said, “Unlike the other class, flipped classroom gives us preparation time for the lesson at home and it increases my participation in the activities. And at the end I am able to understand the lesson more clearly.”

These positive responses of the flipped classroom from the students is a clear indication that flipped classroom played a vital role in comprehending the poem. And this is a clear indication that the students were satisfied with the use of flipped classroom with poems to develop their comprehension skill.

#### **4.2.4 Motivating Learners**

During the interview, it was found that most of the students were extremely motivated towards the use of flipped classroom with poems in developing their reading comprehension. Through the interview it was found that all the students wanted to continue using the flipped classroom in their future learning endeavor and the interview further revealed that the students wants to use the strategy in learning other literary genres as well. “The use of flipped classroom with poems motivated me to read more poems. The use of the videos of the poem added more fun in my reading. The videos helped me in understanding the poems and this increased my motivation to read more.” Said Std no. 1. Similarly, Std no. 3 said, “I would like to continue using the flipped classroom because it was more engaging and fun.” And Std no. 3 claimed, “I want to read other literary genres using the same strategy because it makes our learning more rewarding and interesting.”

Furthermore, the interview found out that the flipped classroom played a positive role in better comprehending the poem. Most of the participants stated that flipped classroom with poem increased their comprehension skill significantly. They came to a unanimous agreement that this strategy provided them with enough practice

and time in comprehending the lessons. Since the strategy benefitted the participants profoundly in comprehending the poems, all the participants came to a conclusion that they will recommend the strategy to their friends as well. Std no 12 said, “I would like to recommend the strategy to my friends because there are so many things that we can learn.” Similarly, Std no. 7 added, “I was able to participate more in the classroom because pre-class activities made me ready for the class. It gave me more motivation to take part in all the discussions.”

Overall, these data from the interview is a clear indication that flipped classroom played a pivotal role in understanding and comprehending the lessons by the participants. The scrutiny of the data further revealed that flipped classroom had a positive influence on learner’s motivation and their positive response towards recommending the strategy to their friends clearly depicts that all the participants were satisfied with the use of flipped classroom with poems in developing their reading comprehension.

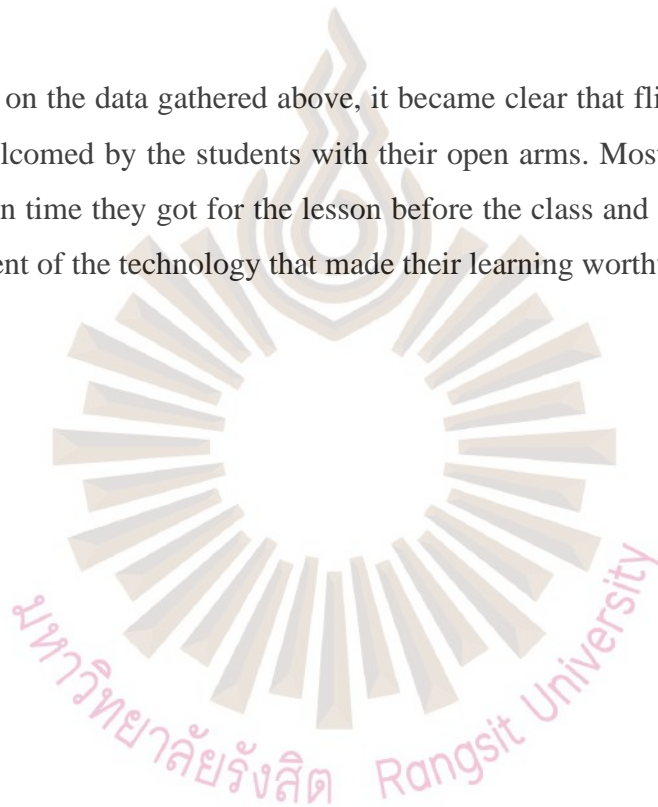
#### **4.2.5 Learning Satisfaction**

The data of the semi-structured interview revealed high level of grade 6 Bhutanese students’ learning satisfaction towards the use of flipped classroom. “I really enjoyed the lessons in the flipped classroom because it was different from our existing strategies. The videos in the flipped classroom guided me with the correct reading”, this was what Std no 5 has to say. This claim was further supported by Std no. 7 who said, “Watching the videos of the poem at home and working with my friends in the class was lots of fun. The video prepared me for the activities in the class and I was able to engage more meaningfully in the class.” These two statements of Std no. 5 and 7 are irrefutable proofs that learning satisfaction of the participants was enhanced by the use of flipped classroom with poems.

Moreover, the data from the interview revealed that the students were very happy with the use of flipped classroom because it helped in developing their comprehension of the poems. Std no 17 said, “As a slow reader I enjoyed reading in the

flipped classroom because during the pre-class activities I can read at my own pace. This increased my motivation to read more.” This claim was further supported by Std no. 16 who said, “All the activities in the flipped classroom were more fun and rewarding. It made my reading easier and the activities in the classroom helped me in comprehending the poems effectively.” Similarly, Std no. 9 said, “The use of technology in the flipped classroom made the lesson more engaging and fun. After watching the videos, the activities in the class were more fun because I got enough time for preparation.”

Based on the data gathered above, it became clear that flipped classroom with poem was welcomed by the students with their open arms. Most of them stressed on the preparation time they got for the lesson before the class and they also highlighted the involvement of the technology that made their learning worthwhile.



## **CHAPTER 5**

### **CONCLUSION, DISCUSSION AND RECOMMENDATIONS**

This chapter unveils the conclusions drawn from the findings of the study, which was presented in the chapter 4. The chapter also presents a discussion along with the review of relevant literature that are in line with the study's finding. Recommendations for practical applications and future research were recommended towards the end of this chapter.

#### **5.1 Conclusion**

This study compared the English reading comprehension skill of grade 6 Bhutanese students before and after they used flipped classroom with poetry approach. It also looked into how satisfied the students were with their learning experience after utilizing the strategy. The study was guided by the following two questions:

- 1) Would the use of flipped classroom help to develop English reading comprehension skill in grade 6 Bhutanese students?
- 2) Would grade 6 Bhutanese students be satisfied by using flipped classroom with poem to improve English reading comprehension skill?

The comprehension test (pre-test and post-test scores) was utilized by the researcher to collect quantitative data, and semi-structured interviews were used to collect qualitative data. Subsequent analysis was done on these results to draw additional conclusions.

### **5.1.1 Test Score Analysis for Student's English Reading Skill**

The researcher examined the students' pre-test and post-test results to answer the first study question. The Paired Sample t-Test was used to compare the mean and standard deviation of the results. According to the data, all students' posttest scores increased significantly in comparison to their pretest results.

A significant difference in mean scores indicated that the students performed significantly better in the posttest comparing to the pretest, and the p-value of .01 indicated a significant increase in the students' scores in the posttest. The increased scores ranged from 6 to 18 marks, and there was a noticeable improvement in those scores. The average mean score in the pretest and posttest were 18.63 and 22.85, respectively, with a mean difference of 10.22. The statistically significant difference in the mean score indicated that the students performed significantly better in the posttest than the pretest.

Therefore, it was concluded that the grade 6 Bhutanese students' reading comprehension skill has improved as a result of implementation of the flipped classroom with poem. Consequently, the first research question and hypothesis- that is, that the grade 6 Bhutanese students' English reading comprehension skill would be developed by the use of a flipped classroom with poem- have both been addressed.

### **5.1.2 Analysis for Student's Learning Satisfaction**

At the final stage of the study, a semi-structured was carried out to find out how satisfied grade 6 Bhutanese students were with their learning when they used flipped classroom with poems. Following the participant interviews, the data was analyzed to a thematic analysis by the researcher. Five themes - a shift in learning, learning enjoyment, improved comprehension, motivating learners, and learning satisfaction – were established in light of the findings.

The researcher concluded from the interview responses that the implementation of the flipped classroom with poems resulted in a notable change in the students' learning experience. They were enthusiastic about this new strategy and expressed their interest in it, saying that it improved and engaged their reading experience. Nearly every participant mentioned the increased class time and being able to watch the poem's video and read the poem at their own pace in the Google Classroom improved their understanding of the poem. The majority of them mentioned how much fun they had taking part in the comprehension lesson activities.

Overall results demonstrated that using a flipped classroom enhanced students' reading comprehension, fluency and pronunciation. They felt that this method was interactive and beneficial to their learning, thus they were happy with its application. They were inspired to use the flipped classroom approach in the future due to the excellent effects it had on their reading and comprehension skill. They were eager to recommend it to their friends and indicated it as a wish to use this strategy to broaden their exploration of other literary genres in the future.

These results substantiated the second research question and hypothesis, demonstrating that Bhutanese students in grade six were happy with the way flipped classroom helped them develop their English reading comprehension skill.

## **5.2 Discussion**

The primary conclusions are outlined in the discussion that follows in line with the research objectives. Each and every one of the research's conclusions is supported by pertinent earlier studies and research that has been referenced in earlier chapters.

### **5.2.1 Students' English Reading Comprehension Skill**

A pretest and posttest were administered to a sample group of 30 grade 6 Bhutanese students before and after using flipped classroom with poems in order to determine the development in English reading comprehension skill. The findings

demonstrated an improvement in the students' learning achievement, with a mean difference of 10.22 between the mean scores of the pretest (12.63) and posttest (22.85) being considerably higher. Furthermore, the test's significant value was .01. These results demonstrated that using flipped classroom with poems was an effective strategy to develop English reading comprehension skill, and this finding was in line with Phuntsho's (2022) study which concluded that the flipped classroom approach, which reverses the learning process by using technology, has been found to be effective in teaching reading and reading with comprehension since it gives students more time to read and study both inside and outside of the classroom.

Upon comparing the pretest and posttest results, every student showed an improvement in their posttest results. Std no. 4 and 24 scored the maximum score of 20.5 points each during the pretest, while Std no. 13 scored the lowest score of 4 points. On the other hand, Std no. 24 had the maximum score of 29 points on the posttest, while Std no. 1 showed a notable improvement of 12 points, scoring the lowest at 16.5 points. When comparing the improvement scores, it became apparent that Std no. 20 had made the biggest progress, scoring 18 points higher on the posttest. Upon interviewing the students, most of them stated that flipped classroom, which was a new approach to most of them, made their learning interactive and enriching because of incorporation of technology and the presence of many activities in the classroom. The outcome supports the findings of a study conducted by Mayuni (2020) that looked at the flipped classroom approach in reading enrichment through extensive reading and discovered that it had significantly enhanced student's engagement and participation in extensive reading activities, before, during, and after improving their reading comprehension.

This study also corroborated the findings presented by Velegol et al. (2015), who reported that students could have more time for reading and learning both inside and outside of the classroom when employing flipped classroom that use an inverted learning process with technology. As it is clear from the data gathered in this study, flipped classroom played an instrumental role in elevating the performance of the students in their posttest, which is undoubtedly a clear indication of development of reading comprehension skill. The results were also consistent with the research by

Alshati and Al-Khaweldeh (2023), who investigated how flipped classroom affected fourth grade children's development of English reading comprehension skill and the results showed that flipped classroom helped the student's reading comprehension skill to grow. This study supported Wilfong's (2011) findings, which indicated that using poetry in the classroom can assist elementary school student's become better readers. The findings demonstrated that the treatment group significantly improved in the areas of word recognition, word accuracy per minute, and attitude towards academic reading and text comprehension. The result of this study also demonstrated that, following the intervention, children loved reading poems and were able to read fluently and comprehend the material.

Therefore, the findings of the study gathered above and its alignment with the past results is a clear indication that the flipped classroom with poems is an effective strategy to develop the English reading comprehension skill of grade 6 Bhutanese students.

### **5.2.2 Students' Learning Satisfaction**

After the use of flipped classroom with poems, semi-structured interviews were carried out to find out how satisfied students were with their education and the way they felt about using this reading approach. The data that was gathered was examined using thematic analysis. The analysis showed a number of positive findings, such as change in learning, enjoyment of learning, enhanced comprehension, inspiring learners, and learning satisfaction.

When the flipped classroom approach was used to teach poems, learners' levels of learning satisfaction were significantly high, according to the data analysis of semi-structured interviews. The students were captivated throughout the classes by the visual experience that watching videos of the poems created in their imaginations. A stronger sense of connection to the text was created by this immersive experience, which eventually led to the better understanding of the poems. Students voiced their excitement and interest in this new method by saying that reading became more

enjoyable and engaging for them and they enjoyed watching the poem's videos. Most of them also mentioned how the pre-class activities helped them be more prepared for the in-class activities, which in turn increased their participation in the lesson and improved their learning outcomes. These results are consistent with those of Saputro and Rusnilawati (2023), who discovered that flipped classroom can enhance student learning outcomes and independence.

Most of the participants mentioned about the positive impact of using technology in the flipped classroom. As mentioned in the preceding chapters, by the nature of the flipped classroom, the activities in the lesson were divided into two, as pre-class activities and in-class activities. Google Classroom was used share the videos and instructions about the poem. The students were excited and curious as there was presence of technology to deliver the lesson. And because of the pre-class activities, almost all the students highlighted that the pre-class activity helped them to get ready for the lesson. While in the class they got more time to carry out activities and all these contributed in understanding their lesson. This finding were supported by a related research carried out by Al Nashwany (2016) who investigated how the flipped learning approach affected the teaching of Arabic language instruction and development of reading comprehension abilities. The investigation results showed that the experimental group benefitted from notable differences which indicated the flipped learning strategy's ability to enhance the learning process.

The study found that when the flipped classroom approach was used, students' motivation to learn increased significantly. Their improved reading and comprehension abilities were a powerful motivator for them to continue using flipped classroom approach in the future. Every research participant stated that they wanted to use this method to their future academic pursuits and to read a variety of literary genres using the approach. Most importantly, they expressed a willingness to recommend their friends to use this approach. These findings are in line with Karimi and Hamzavi's (2017) study, which found that the use of flipped classroom in reading classes had a substantial positive impact on the development of reading comprehension as the

students, having acquired the background information and reading concepts beforehand, demonstrated increased confidence and independence in the lesson.

The videos of the poem that were provided as part of the pre-class activities were a priceless resource that helped the students read along with the video, which improved their comprehension of the material. The videos gave them the luxury to pause, re-wind, and re-watch as often as needed until they understood the poems. All the students experienced improvement in their pronunciation, fluency and comprehension after watching the videos of the poems. The struggling readers benefitted more from the videos because on the contrary to their traditional method of reading, the multimodal aspects of the flipped classroom videos aroused their curiosity and engaged them with lots of fun. Additionally, the pre-class activities in the flipped classroom gave preparation time for the students to the lesson. Unlike the conventional method of teaching, in the flipped classroom the students are aware of what activities they are going to carry out in the class. So the students could prepare for the class accordingly at their own pace. As a result, the students gained a fresh respect for literature which stimulated their curiosity and enthusiasm in reading. These results corroborated the findings of Sin and Siapoosh (2020), who investigated the effect of flipped classroom on reading comprehension and found out that students who were taught in the flipped classroom performed better than those who were taught in conventional courses.

Therefore, the aforementioned positive results showed that the students' found this strategy to be very pleasurable and fulfilling, demonstrating their positive responses to the use of flipped classroom in developing the English reading comprehension skill of Grade Six Bhutanese Students. Consequently, the researcher came to the conclusion that Grade Six Students were happy with the use of flipped classroom and that teaching reading comprehension through a flipped classroom approach was highly beneficial, given the overwhelmingly positive feedback provided by nearly all the participants.

## **5.3 Recommendations**

### **5.3.1 Recommendation for Practice**

Based on the study's findings, which demonstrated the benefits of using flipped classroom with poems to develop students' reading comprehension skill, the researcher would like to suggest the following crucial ideas for practical classroom application.

1) The study's findings revealed that after using flipped classroom, students' learning achievement had significantly increased. Thus, it is advised that the flipped classroom approach be used to develop the students' reading comprehension skill.

2) The use of flipped classrooms to teach poetry has shown to be highly effective in providing students with a fun and interesting educational experience. Therefore, applying this method to teach other literary genres could result in comparable beneficial effects.

3) Teachers can use the flipped classroom approach to help students improve their reading comprehension skills, regardless of the size or level of the class.

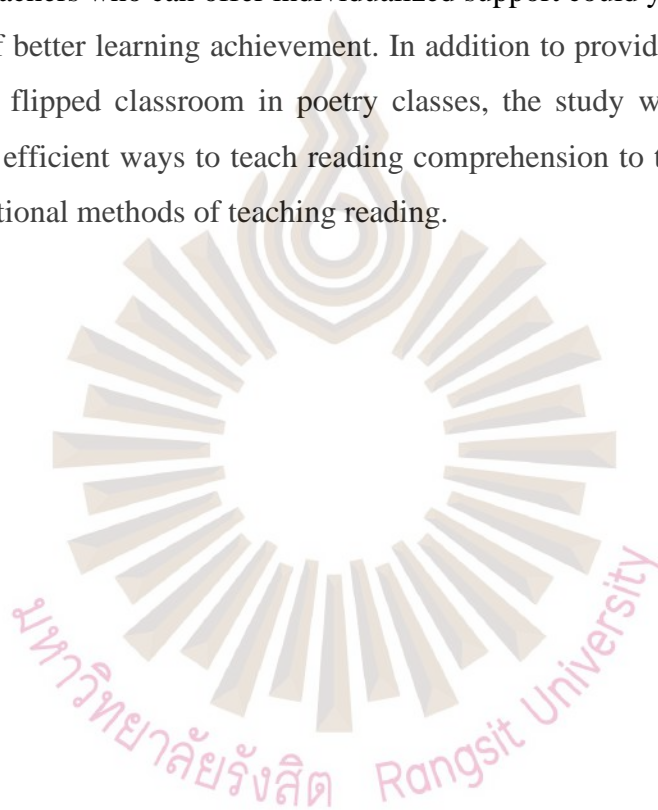
### **5.3.2 Recommendation for Future Research**

1) The study was restricted to 30 Bhutanese Students in Grade Six. Similar research with a bigger sample size and different grades in Bhutanese schools can be carried out in the future. A longer period of time is needed to provide more meaningful and dependable data for future research.

2) Future studies could be conducted to examine the effectiveness of flipped classroom with other literary genres like story and essay.

3) A similar study can be also carried out without using technology as LMS.

The study's conclusion provides enough proof to show that using flipped classroom with poems not only helped students develop their reading comprehension skill but also helped motivate them to learn. According to the participants' responses in the semi-structured interview, flipped classroom with increased class time, use of videos, and teachers who can offer individualized support could yield the better results in the form of better learning achievement. In addition to providing guidance on how to implement flipped classroom in poetry classes, the study will allow teachers to explore more efficient ways to teach reading comprehension to their students outside of the conventional methods of teaching reading.



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**APPENDIX A**  
**LESSON PLANS**

มหาวิทยาลัยรังสิต Rangsit University

## Lesson Plan 1

**Class:** 6

**Class Strength:** 30

**Time:** 90 Minutes

**Subject:** English

**Topic:** Courage (Poem)

**Teaching Strategy:** Flipped Classroom

**Students' Background Knowledge:** They have been introduced to concepts related to abstract ideas and rhyming patterns in their previous lessons.

### Lesson Description:

- Unlike the conventional lesson plans, this lesson is developed using a flipped classroom approach.
- Owing to the design of a flipped classroom, the activities are divided into two parts namely pre-class activities and in-class activities. As a pre-class input students will be exposed to videos and instructional notes that will aid them in the assigned reading materials.
- After their reading students have to either answer short questions or attempt a quizzes depending on the lesson design.
- In this lesson they have to answer three questions after their reading. The in-class activities will be aligned with the reading and learning that are taking place in the pre-class activities.

### Teaching Learning Materials:

- ✓ Laptop
- ✓ Mobile Phones
- ✓ Textbooks
- ✓ Chart paper and marker pen
- ✓ Projector

**Lesson Objectives:** By the end of the lesson a child will be able to:

- Demonstrate their understanding of abstract concepts such as courage through discussion to improve communication skills and comprehension of abstract ideas.
- Identify the rhyming pattern used in the poem to develop analytical skills.
- Read the poem fluently using correct pronunciation, intonation, rhythm, and expression after watching the video at home and discussing it with their peers in the class.

### Pre-Class Activities:

- The teacher will share a narrative video with the scripts of the poem and instructional notes of Courage through Google Classroom.

- Following instructions and questions will be shared to introduce the poem and to guide them in their reading:

### **Instructional Notes:**

- Often we think of courage as overcoming difficulties of the highest magnitude like scaling a mountain or surviving a natural disaster.
- Read the poem *Courage* by Robert William and it will give you a different interpretation of courage.
- A narrated video of the poem with a script is also shared for a better understanding of the poem.
- If you come across any pronunciation difficulties watch the video to help you to overcome your difficulties.
- The narrator in the video is a native speaker and he reads the poem with clear pronunciation, intonation, expression, and rhythmic tones.
- Try to read along with the narrator, this will help you to practice reading a poem with correct pronunciation, tone, modulation, and articulation.
- After reading and watching the video, answer the questions and submit them for assessment before the class.
- The activities in the class will be dramatization by the group, answering comprehension questions, and problem-solving scenarios.

1. Who is the speaker in the poem?
2. Where were the ten little brown chicks when the speaker approached?
3. Who is the 'crazy young devil' in the poem?

### **Lesson Introduction (5 Minutes)**

Since the lesson is already introduced in the pre-class activity, the teacher will review the answers submitted by the students in the pre-class activity. The teacher will provide feedback and suggestions based on their work. If any one of them didn't submit their work the teacher will find out the cause of their failure to do the work.

### **Lesson Development (In-Class Activity)**

#### **Activity 1 Dramatization (30 Minutes)**

In the group students will share their understanding of the poem read home with their shoulder partner for 2 minutes. While their friend is sharing, the other partner will listen attentively and provide feedback and comments at the end. They will take turns sharing their understanding and providing feedback.

- After the discussion, the teacher will ask the students to work in groups to dramatize the poem.
- A rubric for the dramatization will be displayed through the projector to help the students to prepare accordingly.
- The teacher will use the following rubric to assess the dramatization.

Criteria	Exceeding (5)	Advancing (4)	Meeting (3)	Approaching (2)	Beginning (1)
<b>Vocal Expression</b>	Expression varies and enhances the character/situation.	Expression is interesting and understandable.	Expressions are interesting, however not able to understand some parts.	Expression sometimes changes.	Expression never changes.
<b>Movement</b>	Learners exhibit high degree of skill, creativity, and confidence in their physical expression.	Learners demonstrate high level of comfort and confidence in their movement.	Some variability in transitions and engagement with the performance space.	The use of space is minimal and learners appear constrained.	Lack of intentional use of space and physicality.
<b>Preparedness</b>	Learners are well prepared and it is evident from their presentation.	Learners have practiced and most details are planned.	Learners have practiced and some details are planned.	Learners have practiced but the performance is not smooth.	Learners have not practiced or planned the presentation carefully.

**Monitoring:** The teacher will move around the group to assist or guide them when they are preparing for the dramatization.

### Follow-up Activity

The groups will perform their dramatization to the class.

### Activity 2 Problem-Solving Scenarios (30 Minutes)

- The teacher will divide the class into groups of four and present students with scenarios that require courage to resolve.
- Each group will be given a scenario.
- In groups they will discuss how they would respond to the situation and what actions they would take, drawing examples from the poem.
- Then the teacher will ask a member of the group to pick up the question number.
- After the discussion they will write their resolution on the chart paper and present it to the class.
- The teacher will display the following scenarios with a number.

1. Your group saw a classmate being bullied by a group of older students. You want to help but are afraid of being beaten by them too. How will you solve the problem?
2. You are with a group of travelers who are stranded in a remote, snowy wilderness. You all were running out of your supplies. How will find a way to survive and find help?
3. Your group is planning a fundraiser to support a local charity. How will you all come up with ideas to raise money?
4. The surrounding of your school is littered with trash and you can clean it alone. How will you come up with an idea to clean that?

**Monitoring:** The teacher will visit every group to ensure active participation and to provide necessary guidance, feedback, and suggestions.

**Follow-up:** The groups will display their work on the wall and the students will have a gallery walk.

### **Activity 3 Comprehension Questions (25 Minutes)**

The teacher will display the following comprehension questions using a projector. After that students will independently read the poem and write the answers in their notebooks.

1. Identify the line that best describes that Mother Grouse was courageous.
2. Why does the poet address his friend as a ‘crazy young devil’? Give reasons by quoting lines from the poem to support your answers.
3. What changes were brought to the speaker because of his friend’s action?
4. What is the mood of the poem?
5. What kind of person do you think is the speaker?
6. If you were the speaker how would you react to your friend’s action?
7. What values or lessons did you learn from this poem?

**Monitoring:** The teacher will move around the class and provide necessary guidance, feedback, and support wherever necessary.

### **Lesson Closure (5 Minutes)**

- The teacher will ask a few volunteers to read their answers to the class.
- The teacher will briefly highlight the key points and share the observations.

**Lesson Plan 2****Class: 6****Class Strength: 30****Time:** 90 Minutes**Subject:** English**Topic:** Heads Bent Low (Poem)**Teaching Strategy:** Flipped Classroom

**Students' Background Knowledge:** The students are exposed to poetry learning in classes IV and V. They are aware of the use of figurative language in poetry. They also have some experience in composing simple poems of their own for writing portfolios. Moreover, they also have experience in debate.

**Lesson Description:**

- The lesson is divided into two parts namely Pre-class activity and In-class activity.
- In the pre-class activity, the lesson will be introduced through instructional notes and videos.
- The students will read the poem *Heads Bent Low* with the help of instructional notes and video.
- After the reading students will answer three questions and submit them for the teacher's assessment before the class.

**Teaching Learning Materials:**

- Laptop
- Mobile Phones
- Projector
- Textbooks
- Chart paper and marker pen

**Lesson Objectives:** By the end of the lesson a child will be able to:

- Read the poem fluently using correct pronunciation, intonation, rhythm, and expression after reading individually and in a group through a flipped classroom.
- Create a simple poem in their own words deriving ideas from the text.
- Write a theme and summary of the poem
- Answer the comprehension questions on the poem.

### Pre-Class Activities:

- The teacher will share a video link and instructional notes of the poem *Heads Bent Low* through Google Classroom.
- The poem will be introduced through the instructional notes along with a narrative video with scripts of the poem.
- Following instructions will be shared to introduce the poem and to guide them with the reading:

### Instructional Notes:

- Humility is an important part of our life. It is very important to be humble at all times.
- This poem will demonstrate humility and wisdom.
- Read the poem and see if you can relate the experience.
- In order to make your reading more engaging and interesting, a narrative video with the scripts of the poem is also shared.
- If you encounter any difficulties in reading the poem by yourself, first watch the video as it will help you in recognizing and pronouncing the words.
- After reading and watching the video, answer the assigned questions and submit them before the class.
- The activities in the class will be based on your reading.

- 1) Why do you think the boy was not humble?
- 2) Write two pairs of rhyming words.
- 3) Who is the poet?

### Lesson Introduction (5 Minutes) In-Class Activity

Since the lesson introduction is already done in the pre-class activity, the teacher will begin the class by giving feedback and comments on the work submitted by the students in the pre-class activity.

### Lesson Development

#### Activity 1: Debate (30 Minutes)

In the group students will share their understanding of the poem read home with their shoulder partner for 2 minutes. While their friend is sharing, the other partner will listen attentively and provide feedback and comments at the end. They will take turns sharing their understanding and providing feedback.

- After the discussion with the partner, the teacher will tell the students to prepare for their debate.

- The teacher will divide the students into a group of four and split them into two teams, affirmative (for) and negative (against).
- The affirmative team will speak in support of the topic. Their goal is to persuade others that the topic is true.
- The negative team will speak against the topic. Their goal is to persuade others that the topic is not true.
- The students will debate on, 'We should keep our old parents with us instead of sending them to age care centers'.
- The teacher will display the following assessment rubric to the students to help them prepare accordingly.

Debating team name and position \_\_\_\_\_

Name of Assessor \_\_\_\_\_ Date: \_\_\_\_\_

(4= Exceeding, 3= Meeting, 2= Approaching, 1= Beginning)

Sl. No		4	3	2	1
1	The speakers' statements clearly supported their position in the debate.				
2	The speakers' statements appeared to be well-researched and documented.				
3	The speakers addressed the opposing team and made appropriate eye contact.				
4	Arguments were well presented with clarity and appropriate volume.				
5	Speakers were well rehearsed with minimal reliance on notes.				
6	Rebuttals were specific to opposing arguments and expressed with clarity.				
7	Rebuttals showed evidence of good listening skills				
8	Concluding arguments and statements were effective and convincing.				
9	Speakers adhered to the rules of the debate.				

**Monitoring:** The teacher will move around the class when the students are preparing for the debate, and provide necessary feedback, directions, and support.

**Follow-up Activity:** The teams will debate on the given topic.

### Activity 2: Creating a poem (30 Minutes)

- After the debate and assessment, the teacher will ask the students to work in their groups and write a poem on a similar theme, drawing the ideas from the poem.
- Each group will be provided with a chart paper and a marker pen.

- They will discuss the theme and put their ideas together in the group to write the poem.
- After the discussion and compilation of the ideas they will write on the chart paper and display it on the wall.

**Monitoring:** The teacher will move around and provide necessary help and support wherever required.

**Follow-up Activity:** The class will have a gallery walk.

### **Activity 3: Comprehension Questions (25 Minutes)**

The teacher will display the following comprehension questions and ask the students to answer them individually.

1. Is the title of the poem appropriate? Give reasons.
2. What do “heads that are empty”, “heads that count”, and “reapers sickle” symbolize? Explain.
3. Do you agree that the young man is a braggart? Why or why not?
4. How is the young man affected by the old man’s answer?
5. What do you think are the important ideas expressed in this poem?
6. This poem is about life. It talks about wisdom, humility, and death. Which line in the poem talks about each of these? Briefly explain.
7. How do you think we have to treat the old people?

**Monitoring:** The teacher will move around to ensure everyone is carrying out the activity sincerely and provide guidance and assistance wherever necessary.

**Follow-up Activity:** A few volunteers will read their answers to the class.

### **Lesson Closure (5 Minutes)**

The teacher will ask a few students to briefly summarize the lesson and the teacher will share the observations.



**APPENDIX B**

**IOC FOR LESSON PLANS**

**IOC FOR LESSON PLAN BY EXPERTS**

<b>Item No.</b>	<b>Attributes</b>	<b>Expert 1</b>	<b>Expert 2</b>	<b>Expert 3</b>	<b>Average</b>	<b>Congruence</b>
1	Lesson Plan 1	+1	+1	+1	+1	Congruent
2	Lesson Plan 2	+1	+1	+1	+1	Congruent
3	Lesson Plan 3	+1	+1	+1	+1	Congruent
4	Lesson Plan 4	+1	+1	+1	+1	Congruent
<b>Overall Average</b>		+1				Congruent



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**APPENDIX C**  
**COMPREHENSION TEST**

มหาวิทยาลัยรังสิต Rangsit University

## COMPREHENSION QUESTIONS FOR PRETEST AND POSTTEST

Student Number..... Subject: English      Class: 6      Time: 45 Minutes

### Multiple Choice Questions

**Direction: Each question below is followed by four possible answers. Choose the most correct answer and write in the space provided.**

1. The poem 'Celebration' is a ..... poem.  
A. dramatic  
B. narrative  
C. descriptive  
D. lyric
2. When is the speaker planning to dance?  
A. Tomorrow.  
B. Tonight.  
C. In the afternoon.  
D. In the evening.
3. 'Laughter and talk will weave into the night'. What figure of speech is used here?  
A. Metaphor.  
B. Simile.  
C. Personification.  
D. Hyperbole.
4. The synonym of the word *feasting* is  
A. fasting.  
B. eating.  
C. watching.  
D. dancing.
5. The poet is..... about the celebration.  
A. excited  
B. worried  
C. annoyed  
D. upset
6. The poet of the poem 'September' is

- A. Alonzo Lopez.  
B. Helen Hunt Jackson.  
C. Robert William.  
D. Emily Hean.
7. Another title for the poem 'September' could be  
A. Summer  
B. Winter  
C. Spring  
D. Autumn
8. Another word in the poem that rhymes with **nook** is  
A. brook  
B. took  
C. cook  
D. look
9. The poem September best describes the.....  
A. nature.  
B. season.  
C. climate.  
D. weather.
10. How many syllables are there in the word 'September'?  
A. 2  
B. 3  
C. 4  
D. 5
11. The antonym of the word '**morning**' is  
A. evening.  
B. afternoon.  
C. night.  
D. mid-night.
12. How many chicks are there in the poem 'Courage'?  
A. 9  
B. 8  
C. 10  
D. 11
13. Why did the poet admire the Mother-grouse?

- A. She has a beautiful feather
  - B. She risked her life to defend her chicks
  - C. She sang a beautiful song
  - D. She performed a beautiful dance
14. The poet referred his friend as a *crazy young devil* because
- A. he killed the mother grouse.
  - B. he killed all the chicks.
  - C. he ran away when he saw the mother grouse.
  - D. he cried when he saw the mother grouse and the chicks.
15. When the poet said ‘no more blood spilling’ what does he mean?
- A. He will kill more birds
  - B. He will stop killing the birds
  - C. He will kill fewer birds
  - D. He will never stop killing birds
16. In the poem ‘**Heads Bent Low**’ an old man met a.....
- A. Young boy
  - B. Old woman
  - C. Young girl
  - D. Woman
17. What does the old man compare the bent head to?
- A. Filled wheat head
  - B. Filled Barley head
  - C. A bent apple tree
  - D. A bent orange tree
18. The old man was bending his head because
- A. he was sick.
  - B. he was embarrassed.
  - C. he was old.
  - D. he was showing respect.
19. The poem *Heads Bent Low* teaches us about
- A. humility.
  - B. anger.
  - C. happiness.
  - D. sadness.

20. How many Characters are there in the poem?

- A. 2
- B. 3
- C. 4
- D. 5

### SHORT ANSWER QUESTIONS

1. Why do you think celebrations are important to us? (2)

Ans:

.....  
 .....  
 .....

2. How different is your September from Helen Hunt Jackson's? (2)

Ans:

.....  
 .....  
 .....

3. Is the title of the poem '**Heads Bent Low**' suitable? Justify your answer with two reasons. (2)

Answer:

.....  
 .....  
 .....

4. Is it good to kill animals for one's benefit? Give two reasons. (2)

Ans:

.....  
 .....  
 .....

5. Write one stanza describing your grandfather (2)

Ans:

.....  
 .....

### TEST BLUEPRINT FOR COMPREHENSION TEST

Content	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Total
Poetry MCQ	Q1, Q4, Q6, Q8, Q11, Q12, Q16	Q2, Q5, Q9, Q10, Q19, Q20	Q3, Q17,	Q7, Q13, Q14, Q15, Q18			20
Short Answer Questions				Q1, Q2, Q4	Q3	Q5	10
<b>Total</b>	<b>7</b>	<b>6</b>	<b>2</b>	<b>11</b>	<b>2</b>	<b>2</b>	<b>30</b>





**APPENDIX D**

**IOC FOR READING COMPREHENSION TEST**

มหาวิทยาลัยรังสิต Rangsit University

### IOC FOR READING COMPREHENSION TEST

Sl. No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
<b>Multiple Choice questions</b>		+1	+1	+1	+1	Congruent
1	Multiple Choice question 1	+1	+1	+1	+1	Congruent
2	Multiple Choice Question 2	+1	+1	+1	+1	Congruent
3	Multiple Choice Question 3	+1	+1	+1	+1	Congruent
4	Multiple Choice Question 4	+1	+1	+1	+1	Congruent
5	Multiple Choice Question 5	+1	+1	+1	+1	Congruent
6	Multiple Choice Question 6	+1	+1	+1	+1	Congruent
7	Multiple Choice Question 7	+1	+1	+1	+1	Congruent
8	Multiple Choice Question 8	+1	+1	+1	+1	Congruent
9	Multiple Choice Question 9	+1	+1	+1	+1	Congruent
10	Multiple Choice Question 10	+1	+1	+1	+1	Congruent
11	Multiple Choice Question 11	+1	+1	+1	+1	Congruent
12	Multiple Choice Question 12	+1	+1	+1	+1	Congruent
13	Multiple Choice Question 13	+1	+1	+1	+1	Congruent
14	Multiple Choice Question 14	+1	+1	+1	+1	Congruent
15	Multiple Choice Question 15	+1	+1	+1	+1	Congruent
16	Multiple Choice Question 16	+1	+1	+1	+1	Congruent
17	Multiple Choice Question 17	+1	+1	+1	+1	Congruent
18	Multiple Choice Question 18	+1	+1	+1	+1	Congruent
19	Multiple Choice Question 19	+1	+1	+1	+1	Congruent
20	Multiple Choice Question 20	+1	+1	+1	+1	Congruent
<b>Short Answer Questions</b>						
1	Short Answer Question 1	+1	+1	+1	+1	Congruent
2	Short Answer Question 2	+1	+1	+1	+1	Congruent
3	Short Answer Question 3	+1	+1	+1	+1	Congruent
4	Short Answer Question 4	+1	+1	+1	+1	Congruent
5	Short Answer Question 5	+1	+1	+1	+1	Congruent
6	Short Answer Question 6	+1	+1	+1	+1	Congruent
7	Short Answer Question 7	+1	+1	+1	+1	Congruent
<b>Overall Average</b>		+1				Congruent

**The index of IOC core ranges from -1 to +1**

- ✓ +1 indicates that the item clearly matches the stated objectives
- ✓ 0 indicates that the item is unclear whether the measures meet the stated objectives
- ✓ -1 indicates that the item is clearly not measuring the stated objectives.



The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it is a central circle with radiating lines. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a semi-circle at the bottom of the emblem.

**APPENDIX E**  
**SEMI-STRUCTURED INTERVIEW QUESTIONS**

มหาวิทยาลัยรังสิต Rangsit University

Student No: ..... Date of interview: .....  
 Venue: ..... Gender: Male/Female Age: .....

The following questions will be asked to determine the student's learning satisfaction towards the use of Flipped Classroom to develop the ESL Reading Comprehension Skill of Grade 6 Bhutanese students.

**The index of IOC ranges from -1 to +1**

- +1 indicates the item clearly matches the stated objectives
- 0 indicates the item is unclear whether the measures meet the stated objectives.
- -1 indicates that the item is clearly not measuring the stated objectives.

Sl.No.	Attributes	+1	0	-1
1	Did you enjoy reading poems using the flipped classroom approach?			
2	Which activities from the lessons did you like the most? Why?			
3	Which activities from the lessons did you dislike the most? Why?			
4	Did flipped classroom help you to develop your reading comprehension skill?			
5	Would you like to read essays and short stories using a flipped classroom approach?			
6	Would you like to continue using the flipped classroom approach to develop your reading comprehension skill?			

(Adapted from Lhamo, 2023)

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**APPENDIX F**  
**IOC FOR SEMI-STRUCTURED INTERVIEW QUESTIONS**

มหาวิทยาลัยรังสิต Rangsit University

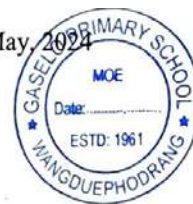
### IOC FOR SEMI-STRUCTURED INTERVIEW QUESTIONS

Sl. No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Did you enjoy reading poems using the flipped classroom approach?	+1	+1	+1	+1	Congruent
2	Which activities from the lessons did you like the most? Why?	+1	+1	+1	+1	Congruent
3	Which activities from the lessons did you dislike the most? Why?	+1	+1	+1	+1	Congruent
4	Did flipped classroom help you to develop your reading comprehension skill?	+1	+1	+1	+1	Congruent
5	Would you like to read essays and short stories using a flipped classroom approach?	+1	+1	+1	+1	Congruent
6	Would you like to continue using the flipped classroom approach to develop your reading comprehension skill?	+1	+1	+1	+1	Congruent
	<b>Overall Average</b>			<b>+1</b>		Congruent

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**APPENDIX G**  
**CONSENT LETTERS**

มหาวิทยาลัยรังสิต Rangsit University

Date: 1<sup>st</sup> May, 2024

## PRINCIPAL'S CONSENT LETTER FORM

Respected Sir

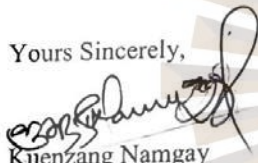
I am currently pursuing my Master of Education in Curriculum and Instruction at Rangsit University, Thailand. I am carrying out a research on "**The Development of English Reading Comprehension Skill Using Flipped Classroom with Poems Among Grade 6 Bhutanese Students**". The main focus of this study is to develop students' reading comprehension skill through the use of flipped classroom and poems. I will be teaching four poems from class VI English textbook for a period of one month. During this period, a pretest will be conducted before the lessons are being delivered and a posttest and an interview will be carried out after the implementation of the flipped classroom.

Therefore, I would like to seek your prior consent to let grade six students take part in this research. I assure you that the information of the participants, such as their names, identities, and school will remain anonymous, and all the information will be kept confidential.


I look forward to your great support.

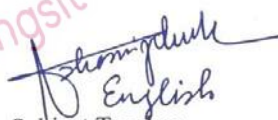
Thanking you.

Yours Sincerely,

  
Kuenzang Namgay  
Researcher

I give my consent to conduct the research with grade six students of my school. I confirm and acknowledge that I am being made clear about the content of the research and have read the letter provided by the researcher.

  
PRINCIPAL  
Gasele Primary School  
Wangdue . Bhutan

  
English  
Subject Teacher

## PARENT'S CONSENT LETTER

Dear Parents

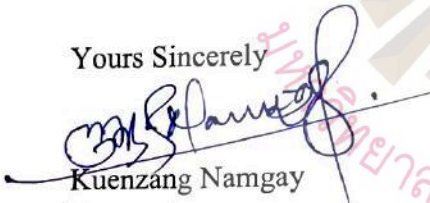
I am currently pursuing Master of Education in Curriculum and Instruction at Rangsit University, Thailand. I am conducting research on "**The Development of English Reading Comprehension Skill Using Flipped Classroom With Poems Among Grade 6 Bhutanese Students**" and I have chosen Gaselo Primary School as my research school.

To collect data for my research, I will be teaching four poems from class VI English textbook for a period of one month. During this period, I will be conducting a pretest, prior to implementation of Flipped Classroom and posttest, after teaching with flipped classroom. A semi-structured interview will also be conducted at the end to determine the students' learning satisfaction towards the use of flipped classroom in developing reading comprehension.

Since this research requires student participation, I would like to seek your permission to let your children participate in this study and as he or she is below 18 years, I would like to request you to sign on their behalf. I assure you that your children's names, identities, and information provided by them will remain confidential and anonymous at all times. I look forward to your cooperation in approving your child's participation in this research.

Thanking you

Yours Sincerely

  
Kuenzang Namgay  
Researcher

Note:

I acknowledge that I have read the letter and agreed to let my

.....to participate in the above-mentioned research.

Name: Budhi Maya Bol..... Relation to child Mother.....

Signature: rogatuy..... Date: 01/05/2024.....

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**APPENNDIX H**  
**LETTER OF APPROVAL**

มหาวิทยาลัยรังสิต Rangsit University



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་དང་རིག་ཚུལ་གོང་འཕེལ་ལྷན་ཁག་།

**Royal Government of Bhutan**  
**Ministry of Education and Skills Development**  
**Department of School Education**



DSE/SLCD (05)2024/ 5 68

April 24, 2024

Chief Dzongkhag/Thromde Education Officers  
Paro and Wangdue Dzongkhags  
Thimphu and Samdrupjongkhar Thromdes

**Subject: Approval to collect data for research studies.**

Dear Sirs/Madams,

The Director of the Master of Education Program in Curriculum and Instruction at Suryadhep Teachers College, Rangsit University in Thailand, has approached the Department of School Education seeking permission for the following five M.Ed candidates to collect data for their research study:

Candidates	Research title	Location
Tshering Dolkar	The use of Bar Model Method for addition and subtraction word problem achievement of grade 4 Bhutanese students	Dewathang Primary School, Samdrupjongkhar Thromde
Chimi Seldon Dorji	The effectiveness of experiential learning approach on science learning achievement for grade 6 Bhutanese students	Jigme Losel Primary School, Thimphu Thromde
Pema Choden	The effectiveness of virtual field trips on learning achievement of social studies for grade 6 Bhutanese students	Dechencholing Higher Secondary School, Thimphu Thromde
Kuenzang Namgay	The development of English reading comprehension skill using flipped classroom with poems among grade 6 Bhutanese students	Gaselo Primary School, Wangdue Dzongkhag
Chimi Selden	The effectiveness of using differentiated instructions on science learning achievement for grade 5 Bhutanese students	Taju Primary School, Paro Dzongkhag

The Department of School Education is pleased to accord approval to collect data as proposed, considering the positive impact of the research to elevate teaching methods at the primary level. However, the researchers are requested to avoid any disturbances to the normal instructional hours.

Hence, you are kindly requested to allow the researchers to conduct the data collection for their research project please.

(Karma Galay)  
**Director General**

- Cc: 1. Dasho Dzongdag/Thrompoen, Paro, Wangdue Dzongkhags and Thimphu, Samdrupjongkhar Thromde for kind information.  
2. Director, Master of Education Program in Curriculum and Instruction, Suryadhep Teachers College, Rangsit University, Thailand for kind information  
3. Chief Program Officer, School Liaison and Coordination Division, DSE for kind information



มหาวิทยาลัยรังสิต Rangsit University T. (66) 2997 2200-30  
เมืองเอก อ.พหลโยธิน Muang-Ake, Paholyothin Rd. F. (66) 2791 5757  
จ.ปทุมธานี 12000 Pathumthani 12000, Thailand E. info@rsu.ac.th

Director General  
Department of School Education  
Ministry of Education  
Thimphu, Bhutan

Date: April 12, 2024

Subject: Request for Permission to Collect Data for Master of Education Thesis

Dear Sir, /Madam,

Master of Education Program in Curriculum and Instruction, Suryadhep Teachers College would like to request your permission for five Master of Education candidates to collect data for thesis in Bhutan in the period of May 3, 2024 to June 15, 2024. The details of the candidates are shown as follows:

Name	Research title	Research School
MR. KUENZANG NAMGAY	THE DEVELOPMENT OF ENGLISH READING COMPREHENSION SKILL USING FLIPPED CLASSROOM WITH POEMS AMONG GRADE 6 BHUTANESE STUDENTS.	Gaselo Primary School, Wangduephodrang, Bhutan.

Thank you for your kind consideration.

Truly yours,

Assistant Professor Nipaporn Sakulwong, Ed.D.

Director of Master of Education Program in Curriculum and Instruction

Suryadhep Teachers College, Rangsit University

Muang-Ake, Paholyothin Road, Lakhok, Pathum Thani 12000 Thailand Telephone: Number: +66-868846226

Telephone: +662997-2222 ext. 1275

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a semi-circular arrangement of radiating lines, with the university's name in Thai and English below it.

**APPENDIX I**  
**THE EXPERTS WHO VALIDATED THE INSTRUMENT**

มหาวิทยาลัยรังสิต Rangsit University

## EXPERTS WHO VALIDATED THE RESEARCH INSTRUMENTS

Sl.No.	Name	Qualification/Position Title	Institution
1	Mr. Gary Torremucha	Associate Professor	Rangsit English Language Institute Rangsit University
2	Mr. Tshering Lhendup	MA, English Teacher	Tangmachu Central School, Bhutan
3	Mr. Nima Dorji	M.Ed., English Teacher	Wangchu Middle Secondary School Bhutan

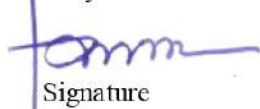


## Consent Form for Disclosure of Validator's Name in Research Paper

To  
The Graduate School  
Rangsit University Thailand

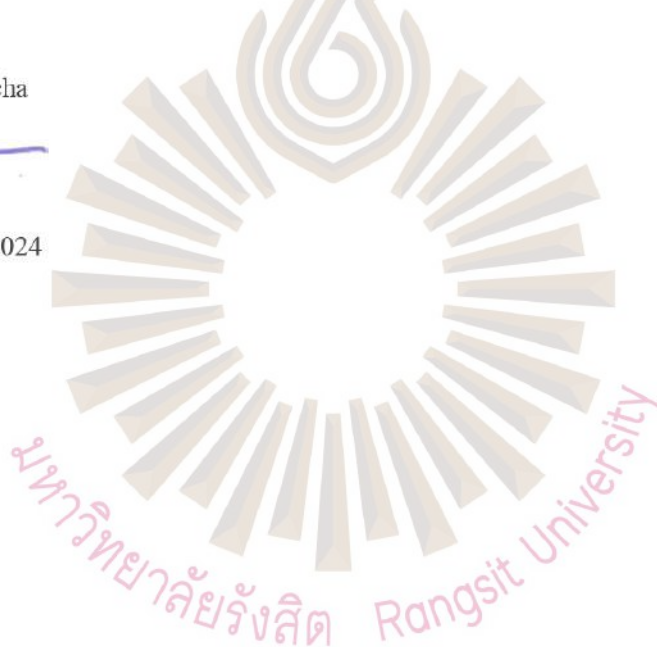
I, Gary Torremucha, a professor of Rangsit English Language Institute, Rangsit University, hereby give my consent to the researcher Mr. Kuenzang Namgay (6510237), a master's student in curriculum and instruction at Suryadhep Teachers College, Rangsit University to use my name as a research instrument validator in his thesis titled "The Development of English Reading Comprehension Skill Using Flipped Classroom with Poems Among Grade 6 Bhutanese Students." I respect the terms and regulations of the Graduate School and give my consent to the Graduate School, Rangsit University, to contact me for any clarification regarding my consent.

Gary Torremucha



Signature

Date: July 23, 2024



## Consent Form for Disclosure of Validator's Name in Research Paper

To  
The Graduate School  
Rangsit University Thailand

I, Tshering Lhendup, a teacher of Tangmachu Higher Secondary School, Lhuentse, hereby give my consent to the researcher Mr. Kuenzang Namgay (6510237), a master's student in curriculum and instruction at Suryadhep Teachers College, Rangsit University to use my name as a research instrument validator in his thesis titled "The Development of English Reading Comprehension Skill Using Flipped Classroom with Poems Among Grade 6 Bhutanese Students." I respect the terms and regulations of the Graduate School and give my consent to the Graduate School, Rangsit University, to contact me for any clarification regarding my consent.

Tshering Lhendup

  
Signature

Date: July 23, 2024



## Consent Form for Disclosure of Validator's Name in Research Paper

To  
The Graduate School  
Rangsit University Thailand

I, Nima Dorji, a teacher of Wangchu Middle Secondary School, Chukha, hereby give my consent to the researcher Mr. Kuenzang Namgay (6510237), a master's student in curriculum and instruction at Suryadhep Teachers College, Rangsit University to use my name as a research instrument validator in his thesis titled "The Development of English Reading Comprehension Skill Using Flipped Classroom with Poems Among Grade 6 Bhutanese Students." I respect the terms and regulations of the Graduate School and give my consent to the Graduate School, Rangsit University, to contact me for any clarification regarding my consent.

Nima Dorji



Signature

Date: July 23, 2024



The logo of Rangsit University, featuring a stylized flame or sunburst design in the center, surrounded by a circular arrangement of radiating lines. The text "มหาวิทยาลัยรังสิต" and "Rangsit University" is written in a semi-circle below the logo.

**APPENDIX J**  
**PAIRED SAMPLE t-TEST**

มหาวิทยาลัยรังสิต Rangsit University

### Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	12.63	30	4.495	.825
	Posttest	22.85	30	3.996	.730

### Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest Posttest	30	.744	.000

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% confidence interval of the difference				
					Lower	Upper			
Pair 1	Pretest- Posttest	- 10.217	3.073	.561	- 11.364	-9.069	- 18.210	29	.000

The logo of Rangsit University is a circular emblem. At the top is a stylized flame or sunburst. Below it, a series of radiating lines form a semi-circle. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a pinkish-red font along the bottom curve of the emblem.

**APPENDIX K**  
**RELIABILITY TEST-KR20**

มหาวิทยาลัยรังสิต Rangsit University

## RELIABILITY OF ACHIEVEMENT TEST QUESTION

### Case processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded	0	.0
	Total	30	100.0

SOLUTION METHOD	
K	20
$\Sigma pq$	3.49
Var ( $\sigma^2$ )	12.29
KR 20	0.754

$$KR-20 = \frac{K}{K-1} \left( 1 - \frac{\Sigma pq}{\sigma^2} \right)$$

มหาวิทยาลัยรังสิต Rangsit University

## BIOGRAPHY

Name	Kuenzang Namgay
Date of birth	February 18, 1985
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Education background	Paro College of Education, Bhutan Bachelor of Education, 2010 Rangsit University, Thailand Master of Education in Curriculum and Instruction, 2024
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Work position	Teacher I

