

The Impact of the Rotation Model of Blended Learning on Creative Writing Skills of the EFL Learners in Pakistan

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Abstract: *The study was conducted to investigate the impact of the rotation model of BL on the creative writing skills of EFL learners in the Pakistani context. The main purpose of this experimental research is to enhance the English writing skill of the learners and the instructional approaches used by the teaching faculty members. The paper offers experimental research on EFL learners of four Federal Government Secondary Schools, including male and female. The researcher used pre-test, post-test, lesson plan and scoring rubrics as a tool. The paper discovers that the rotation model of blended learning is more suitable for the English writing skills of EFL learners than the conventional method. The results suggest that the application of the rotation model of blended learning in writing skills helps the learners produce significant and better performance compared to the conventional method of instruction. The findings also indicate that female EFL learners performed better than male EFL learners in the experimental group.*

Key Words: Blended Learning, Rotation Model, Creative Writing Skills, EFL Learners

Introduction

This paper is about the teaching method that educational research identifies as more effective in English writing skills that English teacher requires to do their job well. English writing skill is one of the most complex and difficult tasks for the second and foreign language learner to master. Writing is productive in creating and processing various knowledge attained and offered in a suitable linguistic attribute (Perk, 2015). Writing involves the activation of a multifaceted set of resources such as content information,

language understanding such as vocabulary, grammar, and text structure, and strategic knowledge (Yang & Plakans, 2012). It is important for the students to have some resources to make their writing effective. The resources include the understanding of the several activities they need to create text (Abas & Aziz, 2016). These approaches are used at diverse phases of the writing procedure, such as pre-writing, drafting, reviewing, and editing.

English is a compulsory language in Pakistan from primary to graduate level. It is

the official language in the constitution of Pakistan. Despite the importance of English writing skills in the Pakistani educational system, relatively few researches have been undertaken to investigate the efficacy of blended learning in enhancing writing competence among ESL learners, especially in the Pakistani setting. Specific pedagogical practices and instructional approaches have been found to be beneficial in mastering learners' second language and writing skills in previous studies. Munawer and [Zaki \(2015\)](#) conducted a study on ESL learners at the college level, replacing the traditional teaching method with the BL Method to develop language competence. [Zaki \(2010\)](#) and Mahwish et al. (2019) applied a controlled-experimental-group design as an approach to improve the writing skills of tertiary EFP students and successfully implemented a multi-tiered assessment framework.

As the learners learn, they require more time to learn and repeat eight different techniques, including planning, global planning, rehearsal, repetition, rereading, questioning, revision, and editing (Arndt, 1987). These strategies are crucial for the writing process to create effective writing. Wenden (1991) proposed a broad categorization of ESL writing techniques, such as meta-cognitive and cognitive approaches. Metacognitive techniques are mental processes directly employed to perform writing activities. Three subcategories that fall under meta-cognitive techniques include planning, evaluating, and monitoring. Cognitive techniques are applied to overcome the various hurdles faced when preparing a piece of writing. These are further grouped into clarification, search, resource, postponement, avoidance and verification techniques. Other divisions had already been suggested by many researchers (Sasaki, 2000).

English teachers face problems due to the English language approach and their

classroom teaching practices. They view English courses as content-oriented subjects rather than skill-based instructions categorized by a lecture method and provide learners with answers and notes to memorize for exams. Traditional teaching method, such as the lecture method, focuses on the rules of language compared to its application ([Rashidi & Mazdaysana, 2016](#)). As a result, learners' language skills are hardly developed outside of reading. The assessment procedure emphasizes summative assessment. Thus, Language Trainers focus on written information comparatively to developing learners' comprehension, critical thinking and analytical skills. As a result, teaching-learning processes prepare students for writing exams rather than making them skilled writers. So far, many teaching practices, strategies, and methodologies have been developed, applied, and researched to teach English language skills. However, traditional teaching methods used in teaching English in the context of Pakistan have overlooked writing skills, which are considered essential for academic and professional perspective ([Sultana and Zaki, 2015](#)).

Literature Review

Writing is a unique and artistic activity that necessitates a great deal of independence and responsibility on behalf of the student. It develops with feedback and feedback from teachers. It also requires the student to diagnose his or her own errors in writing. There are many kinds of research illustrating the impact of teaching methods on the writing skill of EFL students in the Pakistani context. Riazi (1997) divided the processes that foreign language writers employ in their writing into four general groups of social, metacognitive, cognitive, and search techniques. Kessler (2009) carried out a study at a Mexican university and discovered that allowing learners to trace and correct their own mistakes in their work can improve their

writing skills. This opportunity is given to them by offering them appropriate writing techniques. Earlier research has shown that writing skills and writing strategies are interdependent ([Arifin, 2020](#)). Second language learners should therefore be well conversant and equipped with second language writing techniques (Ketabi & Tavokoli, 2016).

The writing procedures involve such as planning, outlining, revising, consulting with a teacher, rereading, and many others. Examining such procedures can give second language writers insight into what they need to do to engage and develop the writing process ([Sarab & Farsani, 2014](#)). Such research can be useful for teaching, learning, research and curriculum development and planning. Providing students with precise writing procedures can lead to better know-how, appreciation, and development of the writing process and independent learning ([Bazrafkan & Bagheri, 2014](#)).

Blended Learning (BL) is considered a relatively new term in the context of the development of 21st Century technology ([Wright, 2017](#)). It is a progressive educational approach that has substituted e-learning increasingly in many educational organizations. The systems of learning would be distinguished not depending on what they blend but comparatively on how they blend in the future ([Ross & Gage, 2006](#)). BL is a part of the unending merging of two archetypal learning settings ([Bonk & Graham, 2006](#)). [Garrison and Vaughan \(2008\)](#) defined BL as a well-thought-out merging of online learning experiences and F2F.

The effectiveness, effects, and advantages of blended learning have been the focus of several earlier studies with a variety of designs, participants, and scopes ([Abdul Rahman et al., 2020](#); [Alrouji, 2020](#); [Scott, Ulmer-Krol, & Jason, 2020](#); Lam, Hew, & Chiu, 2017; [Permana & Santosa, 2018](#); Yusuf, Yusuf, Erdiana, & Pratama, 2018; [Spanou & Zafiri, 2019](#));. The studies showed that BL is

very helpful in fostering good learning outcomes in ESL students. The impact of the blended learning technique on students' learning performance was examined ([Anggrawan, 2020](#)). The results showed that blended learning significantly affected the learning outcomes of pupils. [Alrouji \(2020\)](#) investigated how well-blended learning helped Saudi female learners improve their written communication abilities in English and how satisfied they were with the teaching strategy. The results show that blended learning encourages engagement and communication while also lowering stress levels in the English writing course. Similar to this, [Keshta and Harb \(2013\)](#) employed an experimental design to examine the efficacy of BL in educating students in Palestine about English writing. According to the study, blended learning greatly aids pupils in improving their writing abilities.

A few studies ([Abdul Rahman et al., 2020](#); Annamalai, 2019; [Challob et al., 2016](#)) concentrated on the Malaysian setting and recommended more quantitative analysis. In order to assess the performance of EFL students who learned English writing proficiency using a blended learning approach at Pakistani secondary schools, this study employed an experimental methodology. We created the following hypothesis to be investigated in light of the literature review.

Hypothesis

H1a: There is a significant improvement in creative writing skills of EFL students who received education in the blended model than those who got an education in the traditional method (TM) of teaching in 10th grade.

H1o: There is no significant improvement in creative writing skills of EFL students who received education in the blended model than those who got an education in the traditional method (TM) of teaching in 10th grade.

Methodology

This study was quantitative in nature, in which the quasi-experimental design (QED) was applied to know the impact of the rotation model of blended learning on the creative writing skills of EFL learners in the Pakistani context. The duration of the experimentation was 4 weeks.

Participants

One hundred ninety (190) learners, including 91 males and 99 females, were willing to be a part of this study. Purposive sampling was used for the purpose of the data collection. Purposive sampling is the process of choosing students based on a definite purpose. The students had already studied creative writing skills or essay writing techniques. Now the EFL learners are trying to develop creative writing skill in English. The experimental and control groups were each taught for four weeks using a blended learning method and a conventional approach, respectively. In the rotation model of the blended learning method, WhatsApp, Powerpoint Presentations, web searches, and videos were employed and developed to provide you complete control over your instruction and learning resources, as well as information sharing. After four weeks, a post-test was administered to both groups of students to measure their progress in English writing abilities.

Instrument

To find out research questions, the following tools were applied:

Pre-test and Post-test

The dependent variable of the study, i.e., Creative English writing skills, was assessed through a pre-test. The creative English writing skill was again assessed through a post-test. For the English writing proficiency test, participants were provided with email

responses and opinion essay writing. They were instructed to solve the test in accordance with the given rubrics.

Data Collection Procedures

The study identifies the impact of BL on EFL learners' creative writing skills. It fills the knowledge gap by exploring the possible influence between these variables. Thus, a quantitative approach is chosen for the purpose of collecting, processing, and analyzing the data in this research. This research sought to find some valid and domain-specific, including classroom, results. Thus, a quasi-experimental research design (QED) was adopted. Such kind of research resembles a true experimental research design. It goes beyond simple association and offers more specific and stronger results than correlational research designs. It lacks the randomization aspect of real experience. Quasi-experimental research typically falls in the type of field research because it offers abundant opportunities to obtain data in a natural environment (McBurney & White, 2004).

Data Analysis

A standardized TOEIC writing skill test format duly modified and indigenized was used for the data collection. The independent samples t-test was applied to evaluate the data. Based on the learners' marks on both the pre-writing and post-writing examinations, the writing performance was assessed for improvement. The grading system was borrowed and modified from the rubrics for the Communicative English course. Employing the SPSS (Version 21), all conclusions had a calculated value of less than 0.05.

Findings

The objective of this study was to identify how the rotation model of BL may enhance English writing skills. We looked at 190 EFL

students in 10th grade who were enrolled in FG Public Schools in Pakistan. According to the student population statistics, 47.89 per cent of them were male, and 52.13 per cent were female. All of the contestants are Pakistanis, and they are between the ages of 15 and 17. Additionally, each of them has been

studying English for almost ten years. The aim of this research was to assess how well the learners performed in English writing after utilizing a blended learning strategy. Pre-test and post-test results were compared and analyzed. The tables that follow show these outcomes.

Table 1. Analysis of the Pre-test Experimental and Control Groups

Group	Mean Value	Standard Deviation	P-Value
Experimental	53.72	12.365	
Control	52.68	11.497	.187

Significance Value: 0.05

Table 1 analysis of data reveals that the average score of investigational groups in the pre-test is 53.72 with a standard deviation of 12.365, whereas the mean score of the control group is 52.68 with SD 11.497. The calculated

significance value is .187, which is higher than the .05. Therefore, it is evident that there is no variation in the Pretest mean score of trial and traditional groups.

Table 2. Analysis of the Post-test Trial and Traditional Groups

Group	Mean Value	Standard Deviation	P-Value
Experimental	63.13	13.841	
Control	58.17	12.099	0.034

Significance Value: 0.05

The analysis of table 2 points out that the average score of Experimental groups is 62.13 with a standard deviation of 13.841. The average score of the control groups is 58.17, with an SD of 12.099. The mean score and standard deviation of the trial group are greater than the traditional groups. The calculated significance value suggests that there is a substantial difference in the academic performance between students who received education in the BL rotation model and TM of teaching. So, the null hypothesis that there is no significant improvement in academic performance of students who received education in the blended model than those who got an education in the traditional method (TM) of teaching in 10th grade is disapproved.

Discussion of Findings

The results showed the substantial impact of the rotation model of the BL approach on the creative writing skills of EFL learners in the Pakistani context at the secondary school level after the experimentation. The findings of this quasi-experimental research are consistent with some earlier research that BL setting enhances academic performance is also reinforced by [Kazua & Demirkolb \(2014\)](#); [Bañados \(2006\)](#); [Boyle & et al. \(2003\)](#); [Robinson \(2004\)](#); [Morgan \(2002\)](#).

It suggests that the BL rotation model helps the EFL students in improved creative writing skills. On the other hand, there was no significant effect of Conventional methods of teachings on creative writing skills. The learners' opinions after the investigation were not in line with the statement and stated that they found the BL

rotation model as the most effective one. Further, a number of the participants also pointed out that videos and searching material on websites were also effective in strengthening their understanding and concepts in the feedback forms.

A definite and considerable impact of the rotation model of the blended learning approach was identified on creative writing skills. The findings of the research state that integrating the F2F interaction of teachers with learners supplemented by technology-mediated instructions can be beneficial for EFL students to improve their writing skills. So, the null hypothesis, i.e., there is no significant improvement in creative writing skills of EFL learners who received education in the blended model than those who got an education in the traditional method (TM) of teaching in 10th-grade, is disapproved. The results are also in accordance with many other studies on the effect of blended learning; prior research has demonstrated the efficiency of BL in enhancing writing skills in EFL/ESL learners. The research included a variety of approaches, including interviews and observation ([Challob et al., 2016](#)), focused group discussions, and experimental designs ([Permana, 2017](#)). Additionally, the research was carried out in other regions of the world, such as Saudi Arabia ([Alrouji, 2020](#)), Palestine ([Keshta & Harb, 2013](#)), and Greece ([Spanou & Zafiri, 2019](#)). The application of the finding could be that there is a dire need to devise innovative instructional strategies and approaches for English writing skills to be practised in streamlining classroom instructions.

An explicit difference was observed in the creative writing skill of the EFL learners before and after the treatment. It shows that there is a variance between the average scores of English writing proficiency, and it improved after the treatment. The findings disclose that the BL approach-based instructional approach to creative writing skills and their practice improved the writing

proficiency of the students. A number of other investigations attempted to identify and analyze the effect of BL on the academic achievement of EFL learners, as underlined by this inquiry. Instructors' observations at the end of the trial also pointed out that after the trial, they continued benefitting from the BL approach. For the teaching of Creative writing skills for EFL learners, it is suggested from the findings that there should be a BL approach-based instruction to contribute to students' writing ability.

Conclusion

This study analyzed the impact of the BL approach on fostering the development of English writing abilities, particularly among EFL students at FG Public Schools, Bahawalpur. The results showed that writing proficiency among EFL students is markedly improved by blended learning. The efficacy of blended learning may be attributed to its emphasis on interactive, flexible, and dynamic learning practices. The blended learning strategy provides students with readily available learning resources as well as opportunities for F2F interaction with their teachers and peers. Thus, if properly implemented, blended learning might improve student learning outcomes and support independent learning. However, the blended learning approach just changes the function of teachers as a driving force in the integrated teaching and learning to set.

The results of this research may help us understand how the rotation model of the blended learning approach enhances the creative writing abilities of EFL students. By delivering an enjoyable learning experience and a welcoming educational atmosphere, blended learning has been exposed to be a promising, imaginative, and a practical new option for both learners and instructors. The outcomes of this research can be beneficial for streamlining the instruction, administration, curriculum development, and other relevant authorities in choosing

the best strategy for teaching and assessing English writing in higher education. The study offers useful data that may be applied while designing English curricula, mostly in higher education. This quasi-experimental study, however, is only applicable to EFL students at a certain secondary education institution. Further study may look at how Pakistani higher institutions use different models of BL in the teaching of different disciplines.

To establish its usefulness, more studies should be conducted on different models of blended learning in different disciplines and

at different levels. And to establish the effectiveness of the BL approach in other language skills. The study was carried out in only urban areas. There is an urgency to investigate the same topic in rural areas to investigate the efficacy of providing language education through the BL rotation model as a supplement to the conventional approach to learning. Instead of modifying the whole educational system, the BL rotation model should be introduced to create a conducive learning environment as many teaching faculty members, and learners at the institutional level are not well conversant with the new strategies so far.

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