

Investigating the Effects of Flipped Classroom on Delta University Students' Writing Skill and Engagement

أثر تطبيق استراتيجية التعليم المعكوس على تنمية مهارة الكتابة والمشاركة لدى طلاب
جامعة الدلتا

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Abstract

The current study's objectives are to ascertain how students' writing abilities are impacted by the flipped classroom approach as well as to examine their engagement with and attitudes about this method. An experimental design with a pretest and posttest was employed to accomplish these goals. There were 60 participants, and they were split into two groups. The first group presents the flipped classroom as the experimental group, whereas the other was assigned to resemble the typical classroom and named the control group. Six sessions of treatment were given to each group to see if there were any notable differences in the overall caliber of the two groups' IELTS task two essays. A pre-test and a post-test were given to both groups at the start and completion of the treatment, respectively, to evaluate the grades of the writing skill. In order to assess students' engagement with and attitudes toward this method, a self-created questionnaire based on the eighteen-item Learner Empowerment Scale (LES) (Weber, Martin, & Cayanus, 2005) was distributed. The results found that, the majority of candidates in FC group echoed positively. These findings in the FC group may be ascribed to both flipped instruction and the practice of actively involving students in their education. Other methods that were used included collaborative writing, uploading videos to online channels, and in-class teacher-student interactions.

Keywords: Flipped Classroom, Writing skill, Engagement, Attitude, Egypt

المستخلص:

تهدف الدراسة الحالية إلى بيان أثر استخدام استراتيجية التعليم المعكوس على تنمية مهارة الكتابة لدى طلاب جامعة الدلتا، بالإضافة إلى بيان مدى مشاركتهم الإيجابية في عملية الكتابة. ولتحقيق أهداف الدراسة، تم إجراء تطبيق تجريبي على عينة دراسة تتكون من 60 طالب تم تقسيمهم عشوائياً إلى مجموعتين متماثلتين أحدهما تمثل المجموع التجريبية وخضعت للتطبيق التجريبي، بينما خضعت المجموعة التجريبية للتدريس التقليدي. استغرق التطبيق العملي 6 جلسات تعليمية تم فيها تدريس كتابة المقالات الطويلة (المهمة الثانية في اختبار الكتابة في الأيلتس). وتم تطبيق استبيان قياس مدى رضا الطلاب عن الاستراتيجية المتبعة واتجاههم نحوها.

أظهرت نتائج الدراسة فروق ذات دلالة إحصائية في اختبار الكتابة البعدي لصالح طلاب المجموعة التجريبية تعزو لتأثير أنماط التعليم اللاصفية مثل الفيديو والقنوات التعليمية. كما أظهرت نتائج الاستبيان اتجاهات إيجابية لدى طلاب المجموعة التجريبية نحو استراتيجية التعليم المعكوس ومشاركتهم الفعالة أثناء تعلم الكتابة الإنجليزية.

الكلمات المفتاحية: استراتيجية التعليم المعكوس، مهارة الكتابة، اختبار الأيلتس، المشاركة، الاتجاه.

1. Introduction

The ability to write effective and efficient texts in English is more crucial in today's society because language is becoming one of the important tools for communication. Writing is regarded as a fundamental ability for many areas of school, daily life, and business. As a result, it has been prioritized as one of the key needs for academic and educational features in English as a foreign language (EFL).

Writing is regarded as a challenging skill to teach and develop when compared to other language abilities. Because of this, emphasis should be placed more on the techniques and strategies used to practice and teach writing. For many EFL learners, who must submit reports and larger research articles as part of their academic careers, writing is one of the language skills that causes them the most stress. Writing typically causes language learners anxiety because it requires them to concentrate on both lower-level abilities like spelling, punctuation, and word choice as well as higher level skills like planning and organizing (i.e., developing and structuring ideas). (Sohrabi, O. & Mohammadi, M., 2019)

Even though the majority of English language learners in Egypt attain advanced levels, they frequently struggle with reliable and pertinent writing abilities. Collocation, incorrect word use, grammar, coherence, cohesive devices, etc., are the key areas of concern. As a result, English language learners found it so difficult to score high grades in international tests such as IELTS. As a result, teaching writing in the foreign language programs to students is both important and difficult (Farah, 2014). Considering the aforementioned problems, the current study seeks to apply a practical technique for EFL writing instruction named the "flipped learning approach" and attempts to examine its efficiency on writing skill in Egyptian colleges.

In a flipped classroom (FC), learning takes place in a variety of ways, such as, "interactive engagement, just-in-time teaching, and peer training." (Berrett, 2012). It is a reversed teaching approach where the teacher utilizes

several forms of technology such as videos to record lectures in a regular classroom and enables students to watch them outside classroom hours (Findlay-Thompson & Mombourquette, 2014).

The flipped classroom approach does not just involve video lectures; prior to class, students can participate in online quizzes or reading assignments to learn the majority of the material outside of the classroom. During class, students participate in learning through student-centered activities led by an instructor, such as games, group discussions, case studies, or experiments. The flipped classroom approach is therefore founded on the idea that homework is best completed in class with the assistance of their teacher, whereas lectures are better completed outside the classroom at the students' own pace. (Herreid & Schiller, 2013).

Numerous instructors have reported employing this model with great success throughout the years, demonstrating its value in the teaching and learning process (Enfield, 2013). The flipped classroom approach can be dynamically applied, especially in higher education institutions because of the significant benefits it provides. Higher rates of student accomplishment, more efficient use of class time, and flexible and engaged use of technology are some of these (Fulton, 2012).

A blended learning strategy like FC uses technology to enable subject matter to be covered outside of the classroom, while scaffolding exercises bring concept practice inside the classroom to engage students in active learning. (Strayer, 2012). Principally in an FC, students have a degree of control over where and how they get online content and teaching, as well as how quickly they progress through it. The implementation of an FC entails a "fixed-schedule" of teaching in which students alternate between in-person, teacher-led active learning tasks in the classroom and online content distribution and instruction from a remote location after class (Strayer, 2012). With the aid of their teachers, students complete their schoolwork during class time while watching educational films (webcasts) from home, with the guidance of their peers

and under the supervision of their teachers. The most beneficial components, according to participants, were engagement and effective use of in-person class time. This method can help students engage in expressive, instructor-advised, problem-solving educational tasks and general communications (Kostaris et al., 2017).

It is reported that the flipped classroom “serves the principles of personalized-differentiated learning, student-centered instruction, and constructivism.” (Basal, 2015, p. 29). Every student examines and reviews the content at their own pace and according to their own needs, making it personalized (Egbert, Herman, & Lee, 2015). Because of the students' high levels of participation and primary involvement in class activities, it is student-centered (Baepler, Walker, and Driessen, 2014). Meanwhile, the teacher's role shifts to one of a guide, advisor, and coordinator. In turn, the students are accountable for their own education (Bishop & Verleger, 2013). Instructors can plan their lessons to provide each student the utmost attention while also paying close attention to how well they are learning and comprehending the material (Ekmekci, 2017). Additionally, due to the curriculum's time restrictions, the class time might include a range of exercises, team work, and collaborative discussions that may not often fit within the class events in conventional classrooms (Egbert et al., 2015).

2. Review of Literature

The recent challenges and problems such as covid-19 and its effects aroused curricula developers to search for innovative learning approaches. Moreover, the need became urgent to inspire students from different socio-cognitive backgrounds. Thus, they research the advantages of implementing approaches and educational techniques, which include “flipping” or “inverting” a classroom as a substitute method to traditional instruction (DeLozier & Rhodes, 2017; O'Flaherty & Phillips, 2015).

In aforementioned literature reviews that compared conventional and flipped

classrooms, students who joined the second approach were stated to have (a) better learning outcomes; (b) higher grades of learning accomplishment, independence, and inspiration; (c) enhancements on self-autonomy; and (d) better techniques for planning and utilizing one's study time. Consequently, compared to other delivery methods, an FC can have a beneficial effect on students' learning gains and outcomes.

In a study of 200 teachers done by Herreid and Schiller (2013), it was discovered that the adoption of FC classroom model was favored since it encourages students to think critically and makes them more accountable for their own learning. Because lecture time at higher education institutions is often restricted to one or two hours at a time, using the flipped classroom approach enables instructors to focus on students' different learning styles rather than just lecture topic.

A study by Farah (2014) reported that the majority of students lack the adequate abilities to produce creative pieces. Actually, they lack a wide range of vocabulary, have weak sentence structures, and lack an engaging learning environment to pique their interest in writing. The results showed that the flipped classroom method encourages students to conduct independent research for their writing projects. As a result, they are introduced to independent learning and given the freedom to express themselves and engage in peer review through the instructor's built online platforms.

With twenty- two Japanese university students, Leis, Tohei, and Cooke (2015) compared two English composition classes, one utilizing the conventional method and the other implementing the flipped methodology. The findings showed that students using the flipped classroom approach wrote essays with a noticeably increased word count. Furthermore, the participants who performed the flipped approach showed noticeably more progress in their writing skills.

Additionally, writing properly is essential since university courses need students to effectively convey their thoughts using the prescribed

standards and norms (Horstmanshof & Brownie, 2013). Students struggle with a variety of issues, including organizing their thoughts on paper and writing in general. The FCA is thought to give them a platform to effectively communicate their thoughts through writing in a more participatory and creative manner. With 60 female university students, Ahmed (2016) looked at how a flipped classroom affected their ability to write in the Saudi Arabian EFL environment. The flipped learning group outperformed the control group by a large margin. Moreover, the participants who experienced flipped learning have positive attitudes towards it.

Moreover, Ekmekci (2017) contrasted flipped and traditional face-to-face lecture-based writing classes on the basis of writing performances with 23 Turkish English Language Teaching (ELT) students in the experimental group and 20 ELT prep class students in the control group. The study lasted for fifteen weeks. Following the intervention, the flipped classroom outperformed the traditional one. Additionally, the majority of the students in the group receiving flipped instruction had favorable perceptions towards the training they had received.

Since the flipped classroom focuses on student-centered learning, which makes learning enjoyable and meaningful, it may be able to address the causes of student unhappiness. Female Emirati students in the twelfth grade at the applied technology high school were studied for their attitudes toward flipped instruction by Farah (2014), who discovered that these sentiments were all positive. In addition, ALRowais (2014) examined the impacts of flipped learning on student achievement and attitudes in higher education and came to the conclusion that both the students' academic success and their attitudes toward learning were improved.

Additionally, Al-Zahrani's (2015) study that examined the attitudes of the students towards the flipped classroom method showed that they were generally satisfied with it. Furthermore, Prefume (2015) investigated how a flipped classroom strategy affected

students studying Japanese. The qualitative data showed that students had positive engagement in the flipped classroom strategy. Gross et al. (2015) also looked at how well the flipped classroom paradigm affected academic achievement, student satisfaction, and engagement. The results showed that students in the flipped courses exhibited excellent levels of student engagement and course satisfaction. Additionally, Hung (2015) looked into how flipping the classroom might affect the academic performance, learning attitudes, and involvement levels of English language students. The research revealed that the flip lessons aided students in improving their learning results, attitudes about their educational experiences, and level of effort invested in the learning process.

3. Statement of the Problem

Reviewing the relevant literature reveals that developing writing abilities might be a difficult process that will help one learn a language, since learning a language is practically a social act that involves students' participation and activeness. Learning English as a foreign language calls for the application of new innovations in teaching and learning. Students are not frequently exposed to language in the academic setting, which may have serious effects that ultimately result in bad English language writing skills. Students can learn the English language outside the classroom by watching instructional videos, PowerPoint presentations, selected and created by teachers, listening to audios, and/or reviewing written materials related to the course being taught. This method of teaching is known as the "flipped classroom." In the classroom, teachers make the most of class time by having discussions on the topics presented, fostering critical thinking and teamwork, and offering various student-centered activities.

Although numerous studies showed that students preferred FCs, strong attitudes may not be enough to convince educators to switch to an FC method (Chen et al., 2017). Therefore, the study problem can be identified in the poor mastery of the necessary writing competence or Skills of the English majors at

Delta University. This may be attributed to many factors such as the traditional methods of teaching adopted in teaching writing. In order to improve the writing abilities of English language majors, the current study applies the teaching implications FC, their involvement, and their attitudes.

4. Research Questions

The study sought to provide answers to the following main question:

What is the impact of FC on Improving students' writing skill?

From this question the following sub-questions emerged:

- How far will the Suggested Approach affect student' attitude and engagement?
- What are the features of the suggested strategy based on flipped classroom?

5. Study hypotheses

To answer this research question, this hypothesis is developed as follows:

- There is statistically a significant difference between the mean scores of the students on the pre-application and post application of the writing test.

6. Importance of the Study

The present study is expected to be of value for:

- Giving students the chance to take on their obligations to learn in a learner-centered classroom in a collaborative and engaging way with both their classmates and their teachers.
- Offering recommendation on how to use technology to enhance student learning in the classroom.
- Providing researchers with information on the efficiency of the flipped approach in courses on instructional media design.
- Offering proof that carefully thought-out FC activities may raise students' academic achievement and satisfaction.

7. Limitations

1. Faculty of Arts, English department Students, at Delta University.
2. The academic year 2022-2023- Fall semester.
3. Grammar&Essay1 course.

8. Methodology

While the main objective of the current study was to contrast the writing abilities of the experimental group with the control group, a quasi-experimental design was employed. The interaction that took place in the classroom was the primary focus of the study, so a qualitative approach was also necessary. In order to cover both the quantitative and qualitative components of the implementation, a mixed technique was utilized in the study to address both the quantitative and qualitative portions of the study.

A. Participants

Fifty-six freshmen students from the English department in the faculty of Arts, at Delta University participated in this study. They were assigned to study "Grammar&Essay1" course during the fall semester of the 2022–2023 academic year. They were in two separate courses, one of which had twenty-eight students and was randomly allocated as the control group; the other class had the same number and was designated as the experimental group. The candidates in the control group received traditional instruction in class while the experimental group was exposed to flipped instruction.

B. Instruments

The current study made use of the following instruments:

1. Placement test

This test, which was designed to assess the student's language proficiency, had sixty multiple-choice questions. Three categories of questions were included: reading passages, grammar, and vocabulary. The exam handbook states that participants were assessed as advanced on a scale of sixty if they achieved a score of forty-five or higher. The test's validity was verified by expert evaluation.

Two of the TEFL professors who reviewed the examinations felt that way about them. The reliability of the test was also calculated using Cronbach's alpha, which came out to be .79.

2. The Pre and Post-test

This study's writing course was a performance-based course that attempted to fully develop the coherence and accuracy of the participants' essay writing skill. A pre-test and a post-test were given to both groups at the start and completion of the suggested strategy based on FC learning, respectively, to evaluate the grades of the essay writing skill. The participants had Forty minutes to produce an essay with a minimum word count of 250. It can be claimed that test familiarity could not have affected the outcomes on the post-test given the time gap between the two administrations and the fact that the students were unaware that the test would be administered after the course (see appendix A). It is also important to note that the test was graded using the IELTS public scoring rubric. The test papers were scored by two qualified raters, and the inter-rater reliability was computed. A Pearson correlation test was conducted to ensure the inter-rater reliability of the scores, and the observed index was found to be .83.

3. Students' Questionnaire

A structured questionnaire based on the Learner Empowerment Scale's (18-item) version was utilized to address the second study question (Weber, Martin, and Cayanus, 2005). Six items were included on each element in this questionnaire, and the three subscales—meaningfulness, impact, and competence—got high alphas of 0.91, 0.87, and 0.91, respectively. The questionnaire adopted a 5-point Likert scale that ranges from 1=strongly disagree, 2=disagree, 3=undecided, 4=agree to 5= strongly agree.

C. The Treatment

Writing for IELTS, a course book, was used by both groups (William, 2011). For the experimental group, flipped instruction was used, whereas the control group received training using the traditional methodology. An

orientation session explaining the benefits of flipped learning was provided to the experimental group's students. They received instruction on how to use the lecture videos and other resources on the virtual channel effectively. Additionally, the students were taught to see the lecture videos and other resources on the supplied channel. Prior to the class, they were also expected to take notes. The videos were constantly available on the virtual channel, allowing students to watch them and other uploaded content whenever they wanted, both before and after class, on their computers, tablets, and smartphones. After the orientation, the experimental classroom started using a flipped classroom format. Prior to the class, they had to prepare notes as well. The movies were always available on the virtual channel, so students could watch them and repeat them on their computers, tablets, and smartphones whenever they wanted, both before and after class. A flipped classroom treatment was started after the orientation, while the control group continued to receive the standard instructional strategy.

9. Data Analysis and Results

1. The first research Question was as follows: What is the impact of FC on Improving students' writing skill?

The test results from before and after the intervention were taken into account to help with this study question. To evaluate the hypothesis for the first research question, the researcher compared the pretest and post-test scores of the FCI group and the control group. Additionally, the results from each group's pretest and post-test were contrasted. The following tables display the findings:

Table 1: Descriptive statistics for IELTS pretest scores

	Group	N.	Mean	St. Deviation	Std. Mean error
IELTS pretest	Experimental	30	3.9874	.29034	.04716
	Control	30	3.8002	.36779	.07538

On a scale of one to nine, the FCI group's mean score was 3.98, and the standard deviation was 0.29. Additionally, the control group's mean score on the same test was 3.80, with a 0.36 standard deviation. The results

demonstrate that the mean score for the control group is marginally lower than that of the FCI group, and the standard deviation statistic demonstrates that the control group differs marginally from the FCI group.

Table 2: Descriptive Statistics for IELTS Post-Test Scores

	Group	N.	Mean	St. Deviation	Std. Mean error
IELTS posttest	Experimental	30	4.2531	.52716	.13212
	Control	30	4.0149	.37813	.13358

On a scale of one to nine, the FCI group's mean score was 4.26, with a 0.52 standard deviation. Additionally, on the same test, the control group's mean score was 4.01 and its standard deviation was 0.37. The control group's standard deviation statistic indicates that it is more diversified than the FCI group, and the findings show that its mean score is lower than the FCI group's.

The second addressed question of the current study was: What is the impact of FC on

students' attitude and engagement in the writing classes?

In order to answer this research question, students of the two groups were asked to answer Learner Empowerment Scale (LES) after they completed the semester's study in English Writing course. All the data were collected, and treated through SPSS 22. Moreover, to determine the impact of the flipped classroom on the general perception of empowerment, meaningfulness, impact, and competence, an independent T-test was performed.

Table 3. Difference of Impact on Students' Perception of Empowerment

Item	Means	T	df	Sig.
meaningfulness	EG =24.68 CG =22.57	4.22	51.84	0.00
Impact	EG = 25.09 CG = 18.78	6.18	62.83	0.00
Competence	EG = 24.88 CG = 21.48	2.26	42.88	0.02

Table 3 provides evidence of its impact on empowerment. In each of the three areas, EG has greater means than CG, especially in impact. Additionally, it demonstrates that the flipped classroom differs significantly from the regular classroom in terms of meaningfulness, impact, and competency. P (competence) is

0.02, P (meaningfulness) is 0.00, and they are all less than 0.05. These demonstrate that students in flipped classrooms feel more competent, know their participation has a greater impact, and realize the purpose of English writing class is greater.

Table 4. Difference of Impact

n.	Question	Means	Sigs.
1	What occurs in English composition class is out of my influence.	EG=3.92 CG= 3.63	0.18
2	I have the ability to alter the course of events in English composition class.	EG=4.06 CG= 2.83	0.00
3	I am confident that I can perform well in English writing class.	EG=4.18 CG= 3.57	0.00
4	My involvement is crucial to the success of English writing class.	EG=4.19 CG= 3.58	0.00
8	I have control over my English writing instructor.	EG=3.91 CG= 2.89	0.00
17	I am confident that I affect my classmates in English writing class.	EG=3.88 CG= 3.32	0.01

Data from Table 4 show that, particularly for item 2, the means of EG are often higher than those of CG. Although there is a significant difference between them in the next five questions, there is no significant difference in Item 1 ($p > 0.05$). Students from flipped classrooms and regular classrooms have an equal impact on classroom activities in English

writing classes. Nonetheless, flipped classroom students are more likely than traditional classroom students to believe that their participation has an impact on the lesson. These variations show how a flipped classroom can increase student self-confidence in their academic abilities and inspire them to pursue further learning.

Table 5. Difference of Meaningfulness

n.	Question	Means	Sigs.
5	The skills I pick up in writing in English class are helpful.	EG=4.29 CG= 3.98	0.07
6	In English writing class, I may assist others in learning.	EG=4.04 CG= 3.59	0.06
10	I value the work I do for my English Writing class.	EG=4.54 CG= 3.69	0.00
11	My life goals will be accomplished, thanks to my English writing class.	EG=4.27 CG= 3.86	0.01
12	The task I perform in English writing class is a waste of time.	EG=4.18 CG= 4.57	0.08
15	I find purpose in the work I do in my English writing classes.	EG=4.37 CG= 3.76	0.00

Table 5 showed that there are larger variations in the meaningfulness data. Surprisingly, the means of item 12 in EG are lower than those in CG, indicating that students in traditional classrooms tend to think more highly of the work they complete in English writing classes, though the difference is not particularly noteworthy. While the means of EG are greater than those of CG for Items 5, 6, 10, 11, and 15.

The only three items where there is a difference between the two student groups are 10 ($p < 0.05$), 11 ($p < 0.05$), and 15. The remaining three items, items 5, 6, and 12, all have P values larger than 0.05, indicating that there is no discernible difference between them. Students in flipped classrooms are more likely to think that their classroom work is important, that their courses will support them to achieve their aims, and that their classroom work has meaning.

Table 6. Difference of Competence

n.	Question	Means	Sigs.
7	There is no difference in my involvement in the English writing class.	EG=4.29 CG= 3.98	0.07
9	I am proficient in English writing.	EG=4.04 CG= 3.59	0.06
13	I am not confident that I will perform well in my English writing class.	EG=4.54 CG= 3.69	0.00
14	For me, English class is not significant.	EG=4.27 CG= 3.86	0.01
16	I don't believe I can complete the assignments in my English writing class.	EG=4.18 CG= 4.57	0.08
18	I am capable of succeeding in my English writing course.	EG=4.37 CG= 3.76	0.03

According to Table 6, students from CG are more confident about their abilities to participate and complete the necessary assignments because their means of item 13 are lower than those of EG. The means of the remaining five EG items—items 7, 9, 14, 16, and 18—are, to varied degrees, greater than those of CG. Four items about perception of competence show a significant difference between them in terms of p values: items 7 ($p=0.00$), 14 ($p=0.01$), 16, and 18 ($p=0.03$). These four points indicate that flipped classroom students are more likely than regular classroom students to believe they are capable of doing well in English writing courses. The flipped classroom model can let students take more personal ownership of their learning activities. Items 9 and 13 are related to the same impression of empowerment; the former is a positive statement, whereas the latter is a negative statement concerning their level of confidence when writing in English. Unexpectedly, these two queries yielded different outcomes.

It may be inferred that flipped classrooms can have a significant impact on students' feelings of empowerment, and this shows that flipped classroom students are more interested in English writing classes than traditional classroom students.

10. Discussion

The results of this study demonstrate that using flipped learning in writing classes is an effective method of education for enhancing

the writing skills of EFL students. Flipped learning enhances learners' writing performance more than traditional lecture-based writing training. The results support earlier pertinent studies looking at the impact of flipped writing classrooms on the writing skills of EFL learners (Afrilyasanti, Cahyono, & Astuti, 2016; Ahmed, 2016; Ekmekci, 2017; Farah, 2014; Leis, Tohei, & Cooke, 2015).

The results could be taken as showing the advantages of incorporating diverse teaching methods, which is actually a type of blended learning and a series of class activities that are differentiated based on students' individual and varied talents (Ahmed, 2016). According to research by Afrilyasanti, Cahyono, and Astuti (2016), Dörnyei (2005), Sohrabi, and Mohammadi (2019), if students' variations, such as their various needs and learning styles, are fulfilled by the instructional approaches used in the classroom, such as the video screen casting in the present study, positive effects will be produced. The outcomes also support the idea that flipped classrooms maximize the interactional time in the classroom.

Students' perspectives of FC suggest that it gives them the opportunity to participate in writing in terms of conduct, emotion, and cognition. This result is consistent with that of earlier studies (Bergmann & Sams, 2014; Lasry, Dugdale & Charles, 2014; Jamaludin & Osman, 2014; Norazmi, et al, 2017) that found that using FCA to engage students in the learning process generally produced beneficial outcomes.

In contrast to earlier studies, this one has validated the flipped classroom's ability to empower students while also fostering their interest in the subject matter. They can engage in classroom learning activities to develop their higher-order abilities; a flipped classroom can help them feel capable of participating in the learning process. In a flipped classroom, each student can begin, pause, restart, and accelerate his/her learning at his/her own pace. This allows students to find the meaning and competency that are missed in a typical classroom paradigm.

11. Limitations

The current study has been limited to some aspects. Firstly, there are only a few subjects in this study, and they are all from the same regional comprehensive university. Additionally, because the experiment only lasted for one semester, more long-term studies will be required to confirm the efficacy of the flipped approach.

Moreover, the study excluded other language skills in favor of concentrating on the impact of the flipped classroom approach, specifically on writing performance. The results might not be applicable to students at the higher levels because the participants were IELTS preparation course candidates, and the majority of them were at the novice or starting level of writing.

In conclusion, it may be challenging to extrapolate findings from this study to other foreign language and academic subject classrooms. Nonetheless, the current research may help close a gap in the body of knowledge regarding the use of flipped classrooms for the teaching and learning of foreign languages.

12. Implications and Recommendations

The flipped classroom offers a new teaching and learning methodology that shifts teachers' responsibilities from lecturing in front of the class to making a more cooperative and collaborative contribution to the learning process. (Du et al., 2014). The findings of this study reveal that flipped model is effective in

increasing students' English writing skill, engagement and satisfaction. The current study shows that students prefer to be in the center of the educational process. They are satisfied with the idea of changing the traditional practices to a more autonomous learning that fulfills their needs and incorporates new technology in classroom. There is clear evidence that student engagement is derived from the way teaching is carried out. Curricula developers should encourage teachers to reduce face-to-face learning and pay more efforts in adapting new teaching approaches such as technology-integrated learning, flipped instruction and student-centered learning. They have to create rich environments that motivate students to control their leaning time, ways of learning and take responsibilities of their learning. Instructors have to engage students in learning situations that enhance their experiences. Still, there are some challenges to be overcome including the integration of technology in foreign language classrooms.

However, certain guidelines should be adhered to by instructors and learners in order to ensure the success of a flipped classroom. First, the content or teaching materials used for the flipped classroom should be carefully selected for clarity and brevity to best meet the learning outcomes. Videos or tasks should be kept brief, yet, comprehensive to maintain student engagement and motivation. Next, the instructors should ensure that the students understand their roles in the flipped classroom by informing them of their responsibilities and learning goals. Finally, the instructors should vary their learning activities in the flipped classroom to cater to learners of different levels. This will let the FC's potential to be fully realized and contribute to the meaningfulness and engagement of learning for all students.

Also, as the general approaches might not be practical for all language skills, more research is needed to test out innovative flipped classroom teaching models for listening, speaking, reading, writing, vocabulary, and grammar. The success of flipped instruction in language acquisition may be attributed to a

variety of factors, including student ability, learning preferences, cognitive processes, and metacognitive tactics. There is a need to use this paradigm with students at intermediate and higher levels and in various settings.

Furthermore, because the experiment only lasted one semester, additional longitudinal studies will be required to confirm the efficacy of the flipped model. More studies can also be conducted to show how individualized teaching is accomplished by examining how particular leaders evolve over time.

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