



People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research

University of Chadli Bendjedid – El Tarf

Faculty of Letters and Languages

Department of English



**The Effect of Flipped Classroom in Enhancing EFL Pupils' Written Production**

**Case Study: 3<sup>rd</sup> Year Middle School Pupils EL-Tarf**

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master's Degree in

*“Didactique de L'Anglais”*

**Presented by:**

**Mrs.MatallahTaous**

**Supervised by:**

**Mrs. Sana Bouras**

**Board of Examiners**

Chairperson: Mrs Ladaci Naima	M.A.A.	Chadli Bendjedid University, El-Tarf.
Supervisor: Mrs Sana Bouras	M.A.A.	Chadli Benjedid University, EL-Tarf.
Examiner: Mr Medjabra Amine	M.A.B.	Chadli Benjedid University, EL-Tarf.

**Academic Year**

**2019-2020**





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## **STATEMENT OF ORIGINAL AUTHORSHIP**

We hereby declare that this research study entitled “The Effect of the Flipped Classroom in Enhancing EFL Pupils’ Written Production”, supervised by Mrs. Sana Bouras in the academic year (2019, 2020), and submitted to the department of English at Chadli Benjedid University, El- Tarf, Candidate for the Master degree, has not been partially or fully published previously. The researcher is aware of the university’s policy towards plagiarism that is why the work is so original, and every information taken from other persons is cited clearly.

Taous Matallah

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: 25 / 08 / 2020

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**“No one who achieve success does so without acknowledging the help of the others”**

**Alfred North Whitehead**

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the tunnel will be forever kept on by the grace of Allah.**

Above all, I dedicate this work to Allah the almighty, my creator, my source of inspiration, strength, wisdom, knowledge, and understanding.

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## Table of Contents

Acknowledgements .....	iii
Dedications .....	iii
Table of Contents.....	iii
List of Tables .....	iii
List of Figures .....	iii
List of Abbreviations and Acronyms.....	iii
Abstract in English .....	x
Abstract in Arabic.....	xi
<b>Chapter one: Introductory Chapter to the Research Problem .....</b>	<b>1</b>
Introduction .....	2
Statement of the Problem .....	2
Aims of the Study .....	3
The Research Question .....	3
The Research Hypothesis.....	4
The Significance of the Study .....	4
Research Method .....	4
Research Design.....	4
Participants .....	5
Data Gathering Tool.....	5
The Structure of the Dissertation .....	5
Conclusion .....	5
<b>Chapter Two: Literature Review about Flipped Classroom and Written Production 7</b>	
Introduction .....	8
<b>Part One: The Flipped Classroom.....</b>	<b>8</b>

Definition of the Flipped Classroom.....	8
The History of the Flipped Classroom .....	10
Blended Learning .....	11
Definition of the Blended Learning .....	11
The Characteristics of the Blended Learning.....	12
The Four Pillars of the Flipped Learning .....	13
Flexible Environment .....	13
Learning Culture .....	14
Intentional Content .....	14
Professional Educators.....	15
The Flipped Classroom and the Constructivist Theory.....	16
The Benefits of the Flipped Classroom .....	17
Flipped Classroom and Technology.....	19
The Flipped Classroom Implementation.....	20
Pre-class .....	21
In-class.....	22
Post-class.....	23
Traditional VS Active Learning.....	23
Flipped Classroom in Algeria .....	25
<b>Part Two: Written Skill.....</b>	<b>26</b>
Definition of Writing .....	26
Importance of Writing .....	27
Types of Writing Performance.....	28
Imitative Writing .....	28
Intensive Writing.....	28

Responsive Writing.....	29
Extensive Writing.....	29
Conventions of Writing.....	29
Spelling.....	29
Handwriting .....	29
Punctuation.....	30
Grammar.....	30
Vocabulary .....	30
The Characteristics of Well Designed Piece of Writing.....	31
Organization.....	31
Coherence and Cohesion .....	31
Clarity .....	32
Word Choice.....	32
Teaching Approaches of Writing .....	32
Product Approach .....	33
Genre Approach .....	33
Process Approach .....	34
The Obstacles of Writing .....	34
The Flipped Classroom and Writing skill .....	34
Conclusion .....	35
<b>Chapter Three: Research Design and Methodology .....</b>	<b>36</b>
Introduction .....	37
The Research Location.....	37
The Participants .....	37
The Research Instruments.....	38

Pre-test and Post-test .....	38
Videos Lectures.....	38
In-class Activities .....	39
The Research Design .....	39
Research Procedures .....	39
Pre-test .....	39
The Treatment .....	40
Post-test .....	42
Data Analysis .....	43
Conclusion .....	45
<b>Chapter Four: Analysis of Data (Results).....</b>	<b>46</b>
Introduction .....	47
Data Analysis.....	47
Pre-test Analysis .....	47
Post-test Analysis .....	49
Conclusion .....	55
<b>Chapter Five: Discussion .....</b>	<b>56</b>
Introduction.....	57
Pedagogical Implications Drawn from the Research findings.....	57
Discussion of the Research Questions and Hypothesis.....	58
The Limitations of the Study .....	60
Recommendations .....	60
Conclusion .....	64
<b>References.....</b>	<b>65</b>
<b>Appendices</b>	

**List of Tables**

Table	Page
3.1. Criteria for Assessing Pupils' Vocabulary .....	43
3.2. Scoring Scale of the Vocabulary.....	44
3.3. Criteria for Assessing the pupils' Grammar.....	44
3.4. Scoring Scale of the Grammar .....	44
4.1 Participants' Pre-test Scores .....	47
4.2. Pupils' Pre-test overall Score .....	48
4.3. Pupils' Pre-test Vocabulary Scores and Percentages.....	48
4.4. Pupils Pre-test Grammar Scores and Percentages.....	44
4.5. Participants' Post-test Scores.....	50
4.6. Participants' Post-test Overall Score .....	51
4.7. Pupils' Post-test Vocabulary Analysis .....	51
4.8. Pupils' Post-test Analysis .....	52
4.9. Comparison of Pre-test and Post-test Means.....	53

## List of Figures

Figures	Page
2.1. Blended Learning Environment. From Tayebinik (as cited in Khan et al., 2012, p. 23).....	11
2.2. Bloom's Taxonomy of Learning. From Cavage (2014, para. 1).....	15
4.1. Pupils' Pre-test vs. Post-test Overall Score Comparison.....	51
4.2. Vocabulary Pre-test vs. Post-test Scores Comparison.....	52
4.3. Grammar Pre-test vs. Post-test Scores.....	53
4.4. Comparisan between Pre-test and Post-test.....	54

## **List of Abbreviation and Acronyms**

**BL:** Blended Learning

**CMS:** Comparative Media Studies

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**FC:** Flipped Classroom

**FCI:** Flipped Classroom Instruction

**FCM:** Flipped Classroom Method

**FL:** Flipped Learning

**FLN:** Flipped Learning Net Work

**IC:** Intentional Content

**ICT:** Information Communication Technology

**WWW:** World Wide Web

## Abstract

The child of yesterday is not the child of today and not the one of tomorrow due to the spreading of technology that leverages the teaching and learning process. Thus, flipped classroom (FC) emerged since it encompasses the use of technological devices. This quasi-experimental research investigates the effect of the FC in enhancing the pupils' written production; the research was conducted at Tridi Ali Middle School, El- Tarf, as it dealt with one group of 30 third-year pupils. To achieve the stated aims, a pre-test was administered to the pupils in order to gauge their written production level before the implementation of the FC. After that, they received video lectures to watch them at home since the treatment lasted four sessions dealing with the practice of the dispatched videos to improve the pupils' writing level. Then, a post-test was delivered to confirm or reject the formulated hypothesis. Both pre-test and post-test were assessed using a suitable analytical rubric, and the results were quantitatively analyzed and compared. The results of the post-test were significantly higher than the pre-test results; EFL pupils have colossally benefited from the application of the FC to enhance their writing. The use of the FC is inevitable to guarantee the improvement of the pupils' written production in an entertaining enthusiastic way. The current study concludes by providing some of the practical implications and recommendations that would enhance the teaching-learning process at Tridi Ali Middle School.

*Keywords:* Flipped classroom, written production, EFL pupils, pre-test, post-test.

### ملخص

إن تلميذ أمس ليس تلميذ اليوم ولا حتى تلميذ الغد، كل هذا الإختلاف يحدث بسبب انتشار التكنولوجيا التي بدورها تعزز من عملية التعليم والتعلم، مما سمحت الفرصة إلى ظهور الفصل المقلوب كونه يشتمل استخدام الأجهزة التكنولوجية في التعليم. تهدف هذه الدراسة إلى معرفة كيفية تأثير الفصل المقلوب على تحسين الإنتاج الكتابي للتلاميذ، حيث تم إجراء الدراسة في متوسطة تريدي علي بولاية الطارف، في حين تناولت مجموعة واحدة من التلاميذ مكونة من ثلاثين تلميذا يدرسون في السنة الثالثة من التعليم المتوسط. ولتحقيق الأهداف المذكورة، تم إجراء اختبار تمهيدي على التلاميذ من أجل قياس مستوى إنتاجهم الكتابي قبل تنفيذ الفصل المقلوب، بعد ذلك تلقوا دروس بالفيديو لمشاهدتها في المنزل، استمرت المعالجة أربع جلسات تناولت فيها مشاهدة وممارسة مقاطع الفيديو المرسله لتحسين مستوى كتابة التلاميذ. وفقا لذلك، تم تسليم اختبار لاحق لتأكيد أو رفض الفرضيات المصاغة ومن ثم تقييم كل من الاختبارين القبلي واللاحق باستخدام نموذج تقييم تحليلي مناسب، بعدها يتم تحليل النتائج ومقارنتها من الناحية الكمية. كانت نتائج الاختبار اللاحق أعلى بكثير من نتائج الاختبار القبلي، كما واستفاد تلاميذ اللغة الإنجليزية كلغة أجنبية بشكل كبير من تطبيق الفصل المقلوب لتحسين كتاباتهم. وبذلك نستنتج ان استخدام طريقة الفصل المقلوب هي طريقة إيجابية لضمان تحسين الإنتاج الكتابي للتلاميذ بطريقة مسلية ومتحمسة. تختتم الدراسة الحالية بتقديم بعض الآثار العملية والتوصيات التي من شأنها تعزيز عملية التدريس والتعلم في متوسطة تريدي علي.

**الكلمات المفتاحية:** الفصل المقلوب، الإنتاج الكتابي، تلاميذ اللغة الإنجليزية كلغة أجنبية، الإختبار القبلي، اللاحق.

**Chapter One**  
***Introductory Chapter to the Research***  
***Problem***

## **Chapter One**

### ***Introductory Chapter to the Research Problem***

#### **Introduction**

The inclination towards the use of flipped classroom (FC) as an alternative way to traditional learning has been increasingly striking the attention of many teachers and educators. Additionally, the flipped classroom method (FCM) is used to shift direct instruction outside of the group learning space to the individual learning space, usually through videos (Hamdan, P. Mcknight, K. Mcknight, & Arfstrom, 2013). In other words, the flipped classroom reverses the homework to be in the classroom and the class-work (lecture) to be at home.

This chapter is an introductory chapter to the research study which scrutinizes the effect of the FC in enhancing EFL pupils' written production. It attempts to display the statement of the problem that motivated the demand for this inquiry aligning with the aims behind conducting this research. Also, it presents the research questions along with the hypothesis. This chapter sheds light on the methodology embraced, as well as providing a brief caption about the overarching organization of the study.

#### **Statement of the Problem**

The use of the traditional way of teaching keeps the teacher as sage on the stage and the students as passive receivers. Thus, taking notes without understanding them is no longer an effective way of teaching whilst the progression of technology. Therefore, the FCM of teaching may be the key for maximizing face-to-face time with learners for better educational achievement. However, this method of teaching was neglected throughout the previous years of education.

Third-year pupils at Tridi Ali Middle school still hunched on their copybook following the traditional way of teaching where most of them are not aware of the knowledge they are

receiving. Moreover, the FC teaching method is neglected despite its tremendous benefits on pupils' written production and on language outgrowth in multifarious areas particularly grammar and vocabulary. Also, due to the use of this method, the classrooms are becoming places for vivid activities that are full of energy and vitality rather than receiving and transforming featureless information. Then, class-time becomes available for pupils to engage more deeply with the content since the in-class sessions is made for practicing the dispatched lectures of the pre-class phase.

Additionally, teachers will devote their time to everyone in the classroom to coach and assist them with effective activities to make them have great control over their learning. Consequently, pupils at Tridi Ali Middle School are in a standstill situation where they can not produce a well structured written production. Thus, their compositions are full of grammatical mistakes and lack the vocabulary register which led them to lose marks in tests and exams due to the deficiency of practice. In fact, this paves the way for low educational achievement, and raises the issue of pupils'pens down situation.

### **The Aims of the Study**

The gist of the current study is to investigate the effect of using the FCM in enhancing EFL pupils' written production. Since it was neglected throughout the previous years within the Algerian educational setting, this has given the research the aim of deploying the concept of FC to raise awareness towards its importance. By doing so, we shed light on the paramount significance of the FC through stimulating the pupils towards receiving at home online lectures depending on the sphere of screens, videos and so on, and promoting practice at the classroom level. As such, giving the pupils opportunities to apply the knowledge they have learnt into practice, meanwhile, improving their written production.

### **The Research Questions**

This research attempts to answer the following questions:

1. Does the flipped classroom method enhance EFL pupils' written production?
2. If yes, which component of writing can the the flipped classroom enhance in the written production?

### **The Research Hypothesis**

In the light of the abovementioned questions, we hypothesize that:

If EFL pupils are taught with the use of the flipped classroom method, their written production will be improved, thus pupils' will enhance their capacities in both grammar and vocabulary while writing.

### **The Significance of the Study**

This research is significant because it contributes to:

1. Help the pupils to improve their written production level.
2. Help English teachers to implement effective activities to enhance the pupils' written production.
3. Enhance the pupils' writing skills in different areas like grammar and vocabulary.
4. Dissuade the researchers to adjust their way of teaching throughout the use of the FCM.
5. Open the doors for creation and innovation of the educational curriculum.
6. Benefit the teachers as they can reverse their role from mainstream teaching to taking the role of coach or guider.

### **Research Method**

#### **Research design**

In order to answer the research questions and prove our hypothesis, this study embraced the quasi-experimental method using one group, pre-test, post-test design. First, the pre-test was administered to 30-third year EFL pupils at Tridi Ali Middle School to gauge

their written production level. Second, the participants had an intervention that lasted for four sessions divided between the delivery of the video, that pertains lectures. However, activities, feedbacks, and so on, provided at the classroom level. The post-test was taken after the intervention to view how the treatment and the experiment influenced pupils' written production, thus reaching the essence of the study.

### **Participants**

In this research, it is subsumed that the use of FC would improve the pupils' ability to write a well structured written production. In order to attain that purpose well, the researcher worked hardly with one group consisting of 30 pupils. The participants in this study were randomly assigned among third-year pupils at Tridi Ali Middle School, El-Tarf, Algeria. Additionally, it took place during the first and the second semester of the academic year (2019-2020). The participants have approximately the same background knowledge in English since they have been learning it for about two years.

### **Data Gathering Tools**

To guarantee that the experiment is accomplished under the proper conditions and the data collected are as much valid as possible, a set of tools were carefully chosen to notch delicate and reliable results. In order to collect the data and to measure the pupils' written production level, a pre-test was delivered firstly followed by treatment then a post-test was disclosed in order to check the validity of the research hypothesis.

### **The Structure of the Dissertation**

This dissertation comprises of five chapters. The first chapter is an introductory chapter to the research problem which highlights the research questions aligning with the research hypothesis, the aims of the study, and the method used along with the research design. The second chapter deals with the review of literature related to the key elements of the topic concerning the flipped classroom and written production. This chapter is mainly concerned

with giving a better understanding of the accumulated works concerning the key elements of the topic.

The third chapter covers the methodology applied throughout the research process starting from the method, approach, the research design, and the instruments used for collecting the data. This chapter focuses on giving the readers a caption about the practical framework. Moreover, the fourth chapter poses the acquired data by means of pre-test and post-test in which the gathered data are examined to disclose either the given hypothesis is achieved or not.

Finally, the researcher provides a deep discussion concerning the final findings. Also, it includes some of the pedagogical implications, the limitations of the study, and the proposed suggestions for Ministry, EFL teachers, and for further research studies.

## **Chapter Two**

***Literature Review about Flipped***

***Classroom Method and Written***

***Production***

## Chapter Two

### *Literature Review about the Flipped Classroom (FC) and the Written*

#### *Production*

### **Introduction**

Websites and laptops have been around us for many years, yet we have not completely considered how to incorporate them within the process of teaching. However, the flipped classroom model comes to help us to integrate the digital world at home, and increase the teacher-student interaction at the class-time far from the accustomed way of teaching. In this chapter, the researcher attempts to provide the background information through the fleshing out of the conceptual framework of the FC and written production.

This chapter consists of two parts; the first part deals with introducing the FC through the accumulation of different definitions of many experts. Additionally, it explores its history, blended learning, the four pillars, the theories underlying it, the use of technology, and the implementation of the FC, etc. The second part is designed to present a brief overview of the written production. It highlights the definition, its types, obstacles, ending up with its massive importance in the learning process. Eventually, the theoretical part endeavors to acquaint the reader with the status of teaching using the flipped classroom method (FCM) of teaching.

### **Part One: The Flipped Classroom**

#### **Definition of the Flipped Classroom Model**

To embark on defining the flipped classroom method, many researchers have agreed that the (FCM) is a way of teaching that turns the traditional classroom on its head. Therefore, it has been claimed that “the flipped classroom refers to the practice in which the traditional instruction of the course is inverted” (Benzert, 2018, p.1).

Tucker (2012) explained that the (FC) is a common instructional paradigm that the

teacher depends on to elevate the students' interaction wherein the lecture is delivered at home through the world of screen and videos; class time is, hence, allocated for vivid activities, collaborative learning, and submission of queries.

Also, the (FC) turns the approach of teaching from a teacher-centered approach to a student-centered approach; therefore, Siegle (2014) argued that "Flipped classroom allows educators to move from the sage on the stage to the guide on the side" (p. 51).

Furthermore, multifarious definitions were suggested by various researchers in the same area of the study. According to Bergmann and Sams (2012), inverted learning is a rising blended learning which contends for improving teacher-student interaction, by diminishing the teacher lecture and increasing students' active learning. Consequently, a flipped classroom is "a combination of two established elements of education: the lecture and active learning" (Tétreault, 2013, p. 3). Additionally, the researchers Pawson and Tilley (as cited in Kavanagh, Reidsima, McCredden, & Smith, 2017, p.16) explained that "the flipped classroom reverses the traditional order of learning by replacing the lecture as the first point of contact between students and their learning with online pre-learning followed by a facilitated active learning session".

Based on the previous definitions, students and teachers are collaborative learners targeting different types of activities at the classroom; Harris, Reed, and Zelihic s' (2016) words emphasize the former saying:

The flipped classroom is a learning environment that provides students with variety of means to study basic knowledge content as a part of homework and preparation for class meeting; teachers then use class time more effectively for hands-on activities or other means of encouraging students to practice, apply and demonstrate mastery of the content learned from pre-class requirements. (p.1)

## The History of Flipped Classroom

In the early 1990s, a physics professor at Harvard University named Eric Mazur realized that the reason behind the infuriating results of his students was the traditional teaching; therefore, he designed what he called “*peer instruction*”; a strategy that frees up the class time for problem-solving activities where the lectures (reading about the topic) were done at home (Crouch & Masur, 2001).

Moreover, this approach has two benefits: “it continuously actively engages the minds of the students, and it provides frequent and continuous feedback [...] about the level of understanding of the subject being discussed” (Masur, 2009a, p. 51). By the late of 1990s, economic professors took into consideration Masur’s ideas, but they called it “*inverted classroom*” which differs from the former one by the inclusion of multimedia such as computer-based learning and the world wide web (WWW) (Large, Plat, & Treglia, 2000). By the same year, the researcher Baker presented the classroom flip: using web course management tools to become the guide by the side, Backer’ inspiration was taken from king’s (1993) work, and he was the first one who named it as “*the flipped classroom*” (Tètreault, 2013; Correa, 2015).

Additionally, in 2004 Khan began to help his cousin for math revision then he endeavored to make it easier for him. So, he created a video to facilitate his understanding (Khan, 2011). The cousin of Khan said that he preferred his uncle in the video rather than in person. So, that feedback enlightened Khan’s mind where he called for many teachers to flip their classrooms wherein students receive lectures at home, and do homework in the classroom (Khan, 2011). Out of the blue, people start using Khan’s videos in their teaching and learning process.

In 2007, Bergmann and Sams also played a gigantic role for the emergence of the Flipped classroom instruction (FCI) where they applied the (FCI) on chemistry students at

woodland Park High school, and their purpose behind using online lectures is to reach students who were frequently absent. Consequently, they found that video lessons could serve as directions assets outside the classroom and liberated up class time for more significant work (Bergman & Sams, 2012).

Furthermore, FC is viewed as a buzz word that appeared in the field of education because of the validity of results that both of the researchers Bergmann and Sams attained. FC owes its evolution to the educators Bergmann and Sams who were credited as the first ones who flipped their classrooms, and they scrutinize how their students' test scores moved forward after applying the FCM of teaching which led them to publish their findings in order to urge other teachers to flip their classrooms (Bell, 2015).

Currently, teachers all over the world embrace the FCM, and although they use similar technology to produce videos, the classroom implementations are as different as the teachers who utilize it (Sams, 2011).

## **Blended Learning (BL)**

### **What is Blended Learning?**

Generally speaking, the word blended means a mixture of two things. According to the researchers Morgan and Reay (2002), blended learning indicates as shown in the figure below the learning environment that integrates different teaching styles, media format, and the combination of face-to-face learning along with online learning (as cited in Khan, Qayyum, Shaik, Ali, & Bebi, 2012).



*Figure 2.1.* Blended Learning Environment, (Tayebinik as cited in Khan et al., 2012, p. 23).

In addition, Staker and Horn (2012) defined the blended learning as “a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path and /or pace” (p. 3). Moreover, Bergman and Sams (2012) pointed out that FC is blended learning which aims to elevate teacher-student, face-to-face, interaction through diminishing teacher lecture and maximizing students' activeness.

Although flipped learning (FL) and BL have commonalities, they are not the same (Graham & Burke, 2014). According to Lambda Solutions (2016), the difference between the two models is that in the blended model face-to-face instruction and online learning are used alongside to yield inclusive learning, but the flipped model is a bit more clear-cut between face-to-face instruction and technology. In the flipped class, video lectures must be seen outside the classroom level, not like BL which refers to the amalgamation of online and traditional lectures inside the classroom (Staker & Horn, 2012).

Based on previous definitions, we can understand that BL combines traditional learning with online learning, whereas the flipped classroom inverted the traditional classroom on its head. Therefore, the BL is considered as the umbrella to FC.

### **The Characteristics of the Blended Learning**

Lalima (2017) shows some of the characteristics of the BL as follows:

- **Students have the option of the two modes** – which means that students may choose either to depend on the traditional mode of the classroom where they can interact, or they may choose to depend on ICT supported teaching-learning.
- **Students get face to face interaction as well they interact in virtual space-** which indicates that the teaching is widened because students can interact inside and outside the classroom as they want.

- **Students get training in different life skills** – students will have ample skills which will drag them towards success; major life skills are decision making, empathy, patience, critical thinking, and self-management.
- **Students get wide exposure and new perspectives of the course content-** simply through the combination of traditional and online learning students will enrich their knowledge and expand their understanding.
- **Students get full experience in using new technology-** nowadays the one who is not able to use technology is the real illiterate. Today all professions demand information and communications technology (ICT). So, blended learning helps to make students' ICT rich.

All in all, FC is a subfield of BL by which we cannot talk about flipped learning without mentioning the blended learning.

### **The Four Pillars of the Flipped Classroom Method**

Experienced educators in the field of education and research acknowledged that Flipped Learning Network displayed four pillars that authorize the flipped learning to occur. These pillars can be summed up as “F-L-I-P” referring to: flexible environment, learning culture, intentional content, and professional educators (Sakulprasertsri, 2017; Hamdan, P. Mcknight, K. Mcknight, & Arfstrom, 2013)

#### **Flexible Environment**

The Flipped Learning Network (FLN) (2014) team explained that learning environment in the inverted classroom is characterized by an assortment of learning modes where educators often alter their learning spaces to modify a lesson or a unit to optimize learners' learning capacity. Teachers create a flexible environment that involves group work, research study, and performance, thus promoting a dynamic classroom that unleashes the students from all the barriers (Hamdan et al., 2013). Also, students with a flexible

environment will enjoy the learning process, attain success, be more confident, and have self-guidance.

### **Learning Culture**

The second pillar is the learning culture that refers to the shift from the accustomed way of teaching to active learning. In the traditional learning, the professor is the fundamental source of the information who is symbolized as a “a sage on the stage ” by contrast, the teacher in the FC be as a “a guide on the side” who is considered as a facilitator rather than a provider of the delivered input (king, 1993). “The Flipped learning dedicated to exploring topics in greater depth and creating rich learning opportunities” (FLN, 2014, para. 5).

According to Bergmann and Sams (2012), flipping the classroom is more about diverting the attention away from the teacher and sheds lighting the focus on learners' learning. Consequently, the teacher will focus on how to improve each student by giving constructive feedbacks; being active in the classroom will urge the students to understand the culture of FC which is considered as an impetus towards active learning (Bergmann &Sams, 2012).

### **Intentional Content (IC)**

The third pillar, “Intentional Content, refers to educator's informed, good judgment about what content needs to be taught directly, and how to best introduce that content in their video lectures” (Tètreault, 2013, p.11). Thus, FC content should be targeted to students' needs as Bergmann and Sams (2012) emphasized that flipping the classroom founds a framework for making students receive an education that tailored the students' individual needs. Additionally, since lectures are delivered to be watched at home in the form of video; videos must be carefully selected to match the students' interests and learning styles (Bergmann &Sams, 2012). The researchers asserted that the intention behind watching a video is to dedicate the class time for problem-solving activities, cooperative learning, and

attaining active learning. Intentionally selecting the best content will free up the classroom to apply the given knowledge in the classroom.

Cavage (2014) argued that (IC) helps the students to apply in the classroom the higher levels of Bloom's taxonomy which are applying, analyzing, and creating while remembering and understanding are moved outside the classroom (see figure 2.2). Accordingly, well selected-content will not only help students to reach a higher level of thinking but also help them to be autonomous, and enthusiastic learners.

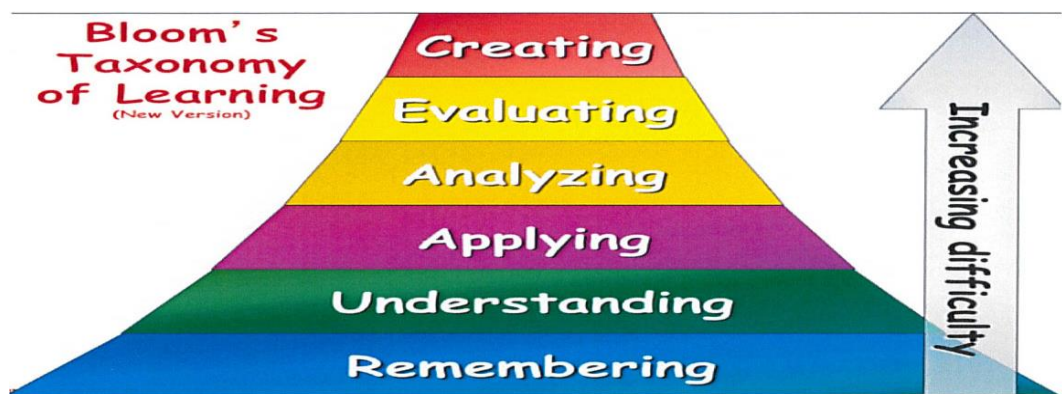


Figure 2 .2. Bloom's Taxonomy of Learning. (Cavage, 2014, para. 1)

### Professional Educators

The last pillar of the FC is professional educators, which shift the instruction from group work to individual learning space, maximize face to face instruction, and provide useful annotations to every student (Hamdan et al., 2013). The role of the professor in the FC is so essential because S/he is required to facilitate things for students. As such, King (1993) declared that “the professor's role is to facilitate students' interaction with the material and with each other in their knowledge-producing endeavour” (p.30). Well trained educators are required in the FC teaching because without them no need for the SMART-board in the hand or cell phone. To that, Headden (2013) emphasized the importance of professional educators rather than the technological tools through the following words:

As the sceptics agree, the question is not really whether online instruction is a superior medium in and of itself. The department of education's survey

found that success with online learning depended on time spent on instruction, as well as the quality of the curriculum and pedagogy. In other words, it is not just the technology that counts: it is what teachers do with it.

(p. 17)

In other words, the FC requires a well-selected professor who chooses the compatible instruction that tailored the selected content; the four pillars work in a parallel way.

### **The Flipped Classroom and the Constructivist Theory**

In the sphere of education, teachers deliver the lecture, and students take notes as if there is a connection between the teachers' mouth and the students' pens, but the mind does not penetrate that circle. In contrast, the constructivist theory of learning urges for the use of the prior knowledge in the mind; therefore, the knowledge must be constructed and reconstructed according to the information that the learners are exposed to (King, 1993). So, King (1993) expounded the constructivist theory of learning as it helps the learners to use their existing knowledge or the prior experience to assist their understanding of the new material.

According to Fosnot and Perry (n.d.), Constructivism is a theory of learning that is derived from the work of Piaget and Vygotsky; the goal behind that instruction is to access cognitive development and reaching a deep understanding of the delivered input.

Dewey (1916) claimed that "constructivism is a theory of knowledge growth and life-long development build on a philosophy of pragmatism" (as cited in Schwartz, Lindgren, & Lewis, 2009, p. 34) which gives an idea that constructivist theory helps for the emergence of an independent learner who learns from the experience.

The inclination of teachers to use the constructivist theory will regularly include the learners towards activeness, participation, and enthusiasm. Consequently, they will develop higher-order thinking skills, and fathom the material. In the same vein, Kanselaar (2002)

asserted that “constructivism is based on students’ active participation in problem-solving and critical thinking regarding a learning activity that they find relevant and engaging” (p.3).

Hence, in the FC, the student is the central body of cognition that is considered as the active constructor of meaning development to break the implementation of the traditional classroom. Before flipping the class, students receive significant knowledge through apt online sources. As a result, such a teaching mode of FC is carried out by the lenses of constructivist learning theory (Xu & Shi, 2018). In this respect, “flipped classroom stems its validation from its association with the widely recognized learning theory known as constructivism ” (Benzert, 2018, p. 7).

### **Benefits of the Flipped Classroom**

FC comes with a rigid number of advantages. To begin with, according to Berrett (2012), video lectures led to a major picks up of conceptual understanding while watching them at home (as cited in Alswat, 2014). In line with the benefit of video lessons, videos allow students to pause and rewind their teacher which permit all of them to understand the given lecture more than one time (Bergmann &Sams, 2012).

Martin (2015) indicated that one of the benefits of FC is the efficiency of time usage because a FC typically includes watching a video of the course online as homework, the next day students come to the class ready to engage in the practice and the application of the given material (as cited in Rivera, 2016).

Furthermore, “students had increased their time as they engaged themselves for instruction online rather than listening to a lecture done by their teachers in their classroom” (Milman 2012, as cited in Dayagbil, Pogoy, Suson, & Derasin, 2018, p.32). In the same vein, Bergmann and Sams (2012) argued that flipping will assist busy students, who prefer the flexibility of the FC, because it helps them to access the video version’s content wherever they want. FC frees up class time for teacher-student interaction and student-student

interaction, and provides learning options for students rather than informing them in a sit-and-listen format (Basal, 2015). Bergmann and Sams (2012) displayed the benefit of FC on students by saying:

As we roam around the class, we notice the students developing their own collaborative groups. Students are helping each other learn instead of relying on the teacher as the sole disseminator of knowledge. It is truly magical to observe. We are often in awe of how well our students work together and learn from each other [...] we think the key is for students to identify learning as their goal, instead of striving for the completion of assignments. (p.27)

To sum up, flipped learning helps students to find solutions to their obstacles through the interaction with their mates; they can identify their learning objectives that may help them to be more responsible about their learning process.

### **Flipped Classroom allows for being a Critical thinker and independent learner**

The flipped learning approach allows for the improvement of the students' critical thinking skills wherein educators must consider how students can become more independent and critical thinkers (Masur, 2009b). Dewey (2012) defined critical thinking as an active way of receiving information along with the status of scepticism and curiosity.

According to the former saying in the FC, students receive the input then they think about it, analyse it, apply it, and creating something new with it; therefore, they access the higher level of thinking. Critical thinking is developed Through the FC activities such as peer instruction and discussion activities about the previously given content before class time. Thus, they need to cast a critical eye on the previous input which helps them to improve their critical skills (Masur, 2009b). Moreover, Lambert (2013), believed that FC activities may help for applying the received information into real-world problems (as cited in Tètreat, 2013).

Besides, flipped learning helps students to improve their metacognitive skills which led them to be more independent. Metacognitive reflection during the course requires the development of students' ideas that are relevant to the given online topic. Also, it contributes to the emergence of autonomous students who are responsible and reflect on themselves (Cacciamani, Cesareni, Martini, Ferrini, & Fujita, 2012). The online metacognitive space enables the students to have an opportunity to discuss with themselves the activity and retrieve the previously given input (Cacciamani et al., 2012).

### **Flipped Classroom and Technology**

The relentless pace of technology development in the "Information Age" has paved tremendous pathways for the emergence of new educational trends. The use of technology in classrooms has become a driving force that brings new challenges and new opportunities for learners around the world. Consequently, educators should demystify all the problems that their students encounter by the mindful use of technology in the classroom.

According to Abe and Jordan (2013), "social media and technology have become prevalent in day-to-day life of many college and university students" (p.16). In the same vein, Sakulprasertsri (2017) asserted that 21<sup>st</sup> century learners need to be well furnished by the necessary knowledge and skills for their futuristic plans. Thus, the provision of technological innovations in the classroom will increase the students' learning and make them enthusiastic towards numerous activities (Siegle, 2014).

The digital world will enlighten the path for many students towards the discovery and the expansion of knowledge. "From YouTube to Twitter to Skype, social media offers many benefits to both educators and students alike, such as encouraging real-time student engagement in courses to enhancing the connection between educator and student" (Abe & Jordan, 2013, p.20). As a result, technological developments have given the light for the emergence of flipped learning which uses technology to shift the lectures outside the

classrooms (Stray, 2012). So, the FC method addresses learners to fond of technology such as receiving video lectures at home with the need to attain the content of the curriculum (Clark, 2014).

According to Rosen (2013), In “flipped classes” students use technology at home to watch online video lectures, demonstrations, and explanations of assignments. Class time is spent doing what is traditionally called “homework” and hands-on activities (as cited in Clark, 2014). Students will enjoy receiving the video lectures which will eliminate the ineffectiveness of face-to-face lectures and advocate the use of technology with great respond (Basal, 2015).

Technology is an ever-changing amazing tool for educators that can serve the students' needs through pedagogical affordance concerning the inverted learning. As such, McGrath, Groessler, Fink, Reidsema, and Kavanagh (2017) stressed that the mindful utilize of technology may yield in learning the following points:

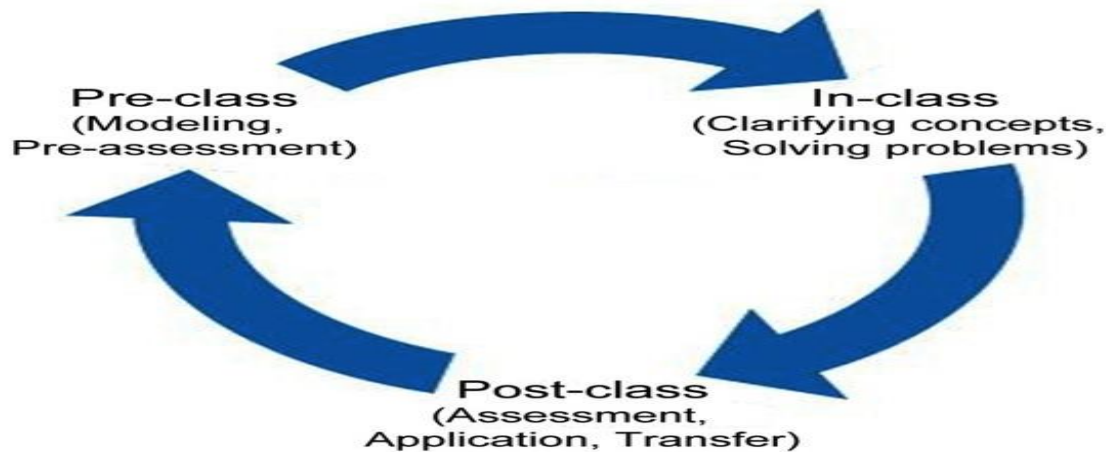
- Increase flexibility in time, place, and pace of study as recorded lectures.
- Extended opportunities for discovery.
- Better monitoring of students learning and engagement.
- Increased efficiencies in sourcing, producing and distributing content.
- New ways to interact in and out of classes.

That is to say, the FC method opens the door for both educators and students to use technology in order to create a sophisticated opportunities for learning. The inverted classroom alters the learning from passive to active process.

### **The Flipped Classroom Implementation**

The FC breaks the frequent way of teaching while teachers teach and students receive; therefore, students will have an opportunity to study on the pace and time they wish. Roehling (2018) indicated that flipped learning moved the traditional lectures to an online environment

where class time is devoted to vivid activities. To this end, FC can be split into two environments: outside and inside the classroom which must be perfectly integrated (Basal, 2015). The flipping method can be implemented by attaining the three stages which are: Pre-class, in-class, and post-class learning activities as it is shown in the figure below (Estes, Ingram, & Liu, 2014).



*Figure 2.3.* The Stages of Flipping a Class, (Estes, Ingram, & Liu, 2014, para. 24).

### **Pre-Class**

In order to flip a classroom, teachers need to rely on technology, video at home, and activities in the classroom. In the pre-class stage, students are exposed to see videos outside the classroom or prior to class to practise at the classroom the given content (Abdullah, 2019). Videos are the most significant tool in flipping the classroom, hence it is so important to make them carefully; they must be short, comprising humour, and relevant to the lesson (Neaupane, 2017). Also, video lectures make students enthusiastic about the content. In Bishop and Verleger's (2013) words: "Video lectures are as effective as in-person lectures at conveying basic information" (para.10). Videos can be created or taken from YouTube channels that are done by professionals which will benefit the students a lot, and give them chance to watch it at their own pace.

Teachers may create video lectures by using the video camera, or smart-phone and the

videos should be short and highlight the most important points. To account for this, Rotellar and Cain (2016) stated that: “pre-class work should not contain excessive detail, but should cover primary learning points” (as cited in Benzert 2018). Students receive the content at first hand through videos or PowerPoint presentations that are created through screencasting programs (Roehling, 2018).

### **In-class**

Learning activities are the most important part of the FC in-class session, and video lectures are deemed to be an essential component in the FC implementation, but it should be associated with the in-class stage to apply and understand well the given input (Bergmann & Sams, 2012). Also, the in-class stage depends on the pre-class stage because the purpose of the in-class is to make that static content into practice.

Rotellar & Cain (2016) expound on this point in stating that “much of the success of the flipped approach depends on the interplay between pre-class and in-class activities. Off-loaded pre-class content must be presented in a fashion that students can readily comprehend and, be tied directly to in-class application” (as cited in Benzert, 2018, p. 12).

In the in-class stage, the role of the teacher is a facilitator rather than a provider of the knowledge wherein the instructor gives questions to students to check their understanding and to prompt them through useful feedbacks (Estes et al., 2014). The FC does not only increase teacher-student interaction but also student-student interaction through peer instruction, discussion, and group activity (as cited in Estes et al., 2014).

Having been exposed to the material, students feel prepared and, thereby, are confidently in tune with all the members of the same process. Subsequently, the teacher assigns active learning activities: problem-solving, presentations, critical debates among groups, role-plays, storytelling, case study and analysis, projects, etc. (Benzert, 2014, p. 12)

Put it differently, the in-class time pushes students to cast a critical eye on the previous given input or lectures by implementing it in real situations which will drag them towards the authentic learning.

### **Post -class**

Because the post-class stage is not a static phase, the teacher may apply it as may not. In this stage, the teacher may provide students with extrinsic motivation through sending online feedbacks as the students may continue discussing and conducting tasks outside the in-class phase (Estes et al., 2014). According to Mabrey and Liu (2013), students may present outcomes concerning their understanding through online or a person's demonstration with clear instruction and crystal expectation from their instructor (as cited in Estes et al., 2014).

## **Traditional Instruction VS Active Learning**

Traditional instructions are mostly following the teacher-centered approach by which students are just bodies without intellect which means that they are just receiving and taking notes without interacting or judging with the teacher or with their mates (Basal, 2015). Passive learning is an educational approach of teaching that recommends learners receive the information from the lecturer as it is without reflecting any point view about it; the traditional instruction prevents the learners from asking questions because there is no time to do so (Bonwel & Eison, 1991).

On the contrary, Bonwell and Eison (1991) defined active learning as instructional activities that involve the students in multifarious vivid activities that increase the students learning process. King (1993) defined active learning as "getting involved with the information presented really thinking about it (analyzing, synthesizing, evaluating) rather than just passively receiving it and memorizing it" (p.31). To that, King (1993) claimed that students cannot spontaneously involve in active learning; they must be prompted to do so by the teacher through the provision of useful instructions.

In the same line, Mckeachie et al (1986) indicated that there are activities that promote active learning such as discussion activity which has a paramount significance for long term retention of the information. Also, it allows students apply the information in a new setting with the development of the students' thinking skills (as cited in Bonwell & Eison, 1991).

Furthermore, Flipped learning dives the students into activeness and decrease their problems. Bergmann and Sams' (2012) words confirmed the former saying:

When we flipped the classroom, we discovered something amazing. Because we were not just standing and talking at kids, many of the classrooms management problems evaporated. Students who needed an audience no longer had one. Because class time is primarily used for students to either do hands-on activities or work in small groups, those students who were typically a distraction become a nonissue. (p.29)

### **Flipped Classroom in Algeria**

The field of education has continuously evolved since technology becomes predominant in different aspects of our life, and sprang up from laboratories to penetrate classrooms and homes. Accordingly, a flipped classroom has received considerable attention throughout the world. However, in Algeria, the concept of FC is rarely discussed despite the existence of technology throughout the country (Benzert, 2018). To that, Talbi (2017) conducted research to check the teachers' and students' attitudes towards the use of flipped learning or inverted learning, and the findings showed that teachers neglected the importance of flipped learning and they were not acquainted with the knowledge about the FC. Obviously, the Algerian educational setting needs to embrace the concept of FC and rejoice the incorporation of technology because using the traditional way of teaching is no more effective during the spread of technological tools that amaze 21<sup>st</sup> century-learners.

### **Part Two: Writing Skill**

### **Definition of writing skill**

Learning is not an easy process because it requires the mastery of the four skills which are listening, speaking, reading, and writing. All the skills are important for achieving the summit mastery of the English language; however, the writing skill has attracted the attention of many theorists and researchers because even native speakers whose mother tongue is English encounter many pitfalls while writing in the standard form. To that, many researchers provide several definitions for the writing skill.

Many EFL teachers follow a certain order while teaching, starting from listening, speaking, reading, and the writing skill is ranked at the end just because it is more complex than the previous skills. Accordingly, Harmer (2004) compared the writing skill with the speaking by saying “ Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned” (p.3). Through his words, we may understand that writing is a crucial skill that has to be taught. Equally to this, writing took a priority over the other skills because it is worth to remember that most exams for testing foreign language capacities or other skills. Often they rely on the students' writing proficiency in order to gauge their knowledge (Harmer, 2004).

Crystal (2006) disclosed that writing is considered as a medium of communication that provides the use of visual graphic symbols. As a result, EFL learners need to express their writings in clear understandable graphic markers in order to communicate their ideas in a forthright way with the readers; those graphic symbols have to be arranged according to certain conventions which involve the encoding of a message or thoughts into a language (Byrne, 1988).

Moreover, Johnson (2008) defined writing as an instrument that visualizes our inner thoughts wherein this may help for organizing our thoughts in order to make them interactive.

According to Brown (2004), writing is considered in a half century ago as a foremost

convention for recording speech and for reinforcing grammatical and lexical features of the language. By the same token, Lado (1983, as cited in Rekibi, 2015, p. 23) located writing as follows “ we mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matters of the fact of writing”. In other concept, a good writer is the one who expresses his/her ideas in an accurate structure with well-chosen vocabulary which will lure the readers towards the written content.

“Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects” (Jozsef, 2001, p. 5). Bell and Burnaby (1984) agreed on Jozsef words by pointing out that “writing is an extremely complex activity in which the writer is required to demonstrate control over a number of variables simultaneously” (as cited in Nunan, 1989, p. 36).

In another manner, writing is a cognitive skill that involves cognitive processes like thinking, remembering, and decision making. That is why we may deem it as a hard skill to acquire and to improve.

### **The Importance of Writing**

In our daily life, we are urged to learn how to write because writing skill provides people with the opportunity to liberate out their hidden thoughts in a clear understandable way; therefore, it is a very important skill. Carroll (1990) showed the importance of writing through his saying:

Without a doubt, the most important invention in human history is writing. It provides relatively permanent records of information, opinions, beliefs, feelings, arguments, explanation, theories etc; writing allows us to share our communication not only with our contemporaries but also with future generations. It permits people from the near and far distant past to speak to

us. (p.1)

Brown (2004) stated that writing is so needed for achieving employment in different walks of life; also it has become an indispensable skill in our global literate community. Moreover, writing reinforces the students to understand more the language through the visual demonstration of thoughts. As a result, writing fits the students' learning styles which promote visual students to learn the language as they prefer (Harmer, 1998).

To reiterate, writing is a crucial skill that provides learners with tangible evidence that they are making progression in the language. It is likely to be an aid for retention of the delivered input, and a good way to assess students rather than assessing speaking which is ephemeral in nature ( fades directly) (Byrne, 1988).

### **Types of Writing Performance**

Today, the ability to write has become an indispensable skill which we need for attaining employment. Students are performing the writing skill differently because of the level which varies from elementary, middle, high, and university level. Brown (2004) splited the writing performance into four types which are summarized as follows:

- **Imitative writing** is the first level of producing the language by copying the letters, words. It requires the mastery of the mechanics of writing such as spelling, handwriting, and punctuation; at this stage, the form is the primary focus while meaning or context are of secondary concern.
- **Intensive writing (controlled)** is a type of writing that looks further than imitating because intensive writing deals with producing appropriate vocabulary within a context, collocations, idioms, and correct grammatical features up to the length of a sentence. Here, meaning and context are of some importance.
- **Responsive writing** requires learners to perform limited discourse level, connecting sentences into a paragraph, and creating a logically connected sequence of two or

three paragraphs. The attention is mostly at the discourse level, with a strong emphasis on context and meaning.

- **Extensive writing (free writing)** implies all the conventions, purposes, and strategies of writing up to the length of an essay, report, or even a thesis. The focus on grammatical form is limited to occasional editing or proofreading of a draft.

## **The Conventions of Writing**

Writing is a crucial skill for academic success; thus, it has a greater reliance on the structural conventions which help for producing a decent piece of writing. These include spelling, handwriting, punctuation, and grammar.

### **Spelling**

The mastery of the writing system includes the ability to spell. However, the relation between the sound and the symbols in English is a complex one, then spelling is viewed as an issue for both native and non-native speakers; that is why they need to consult a dictionary from time to time (Byrne, 1988).

Mis-spelling rarely interferes with the understanding, but too bad spelling is perceived as a lack of education or care which can adversely affect the reader's judgement (Harmer, 2001; Byrne, 1988). In order to improve spelling, reading is extensively recommended.

### **Handwriting**

As students differ from each other in different aspects, their handwriting differs too. Many students whose native language orthography is different from English have a problem informing the English letters. However, students need to enhance their handwriting because badly formed letters may influence the reader's eagerness towards finishing the whole piece of writing (Harmer, 2001).

### **Punctuation**

Despite punctuation has never been standardized to the same extent of importance as

spelling, it has a significant communicative value which surrounds the reader with boundaries to move from one thought to another. Those boundaries are commas, full stop, quotations, hyphenation, inverted commas, and many others (Byrne, 1988).

Jones (2019) declared that punctuation is worth learning because wrong punctuation may interfere with the meaning and make the English language difficult to comprehend.

### **Grammar**

Grammar has a paramount significance in the construction of sentences, and provides a meaningful context. UR (1996) argued that “grammar is sometimes defined as the way words are put together to make correct sentences” (p.75). Hence, wrong grammatical structures may affect the correctness of the sentence. Grammar does not only affect the structure of sentences but also affects the meaning (UR, 1996).

Moreover, grammar is so essential for teaching the writing skill; therefore, teachers should focus on teaching grammatical concepts that are important for producing a meaningful piece of writing (Chin, 2000). Consequently, students must pay attention to grammatical structures to avoid meaningless written productions.

### **Vocabulary**

Vocabulary is a very important element for the improvement of writing skill. To that, Dehkordi and Salehi (2016) explained that vocabulary should be taught explicitly to guarantee the development of the students' thoughts.

Moreover, the ability to write well is linked with having sufficient vocabulary with the association of good teacher who takes the writing skill seriously (Shawna, 2000). The improvement in the vocabulary will result in improved writing skill.

## **The Characteristics of a Well Designed Piece of Writing**

Many students need to follow certain rules in order to produce a well-designed piece of writing. Accordingly, Starkey (2004) claimed that a perfect piece of writing is the one that is

well organized, clearly done, and has coherence and cohesion with selective diction by which it will empower the students writing and amaze the readers. As a result, these include organization, clarity, cohesion, coherence, and word choice.

### **Organization**

Whenever you have a desire to write any type of writing you need to set a plan to visualize your intentions. The organization may include the purpose of your writing, the audience whom you are writing for, and the content. It will facilitate your work and will direct your writing process and clearly maps up which type of essay or paragraph you are required to compose (Starkey, 2004).

The organization of your process may take two directions either formal techniques or informal ones; formal techniques represent organizing the author's material through brainstorming, free writing, or mind mapping. However, the informal techniques refer to the classic outline which consists of the main ideas, the key points under those ideas, and the specific details of those key points (Shannon, 2011). By following an organized method of writing you will drag your reader to willingly follow your lead.

### **Coherence and Cohesion**

The writing process should include the realization of coherence and cohesion to achieve success and to communicate their ideas in a good way. Chabbi (2016) made a distinction between cohesion and coherence by saying that cohesion is the grammatical and lexical connection within a text that holds the text together; however, coherence is the quality of being logical and consistent which makes your writing meaningful. In addition, Bussmann (1998) pointed that cohesion refers to the linguistic tools (grammatical, lexical, phonological), but coherence refers to the semantic structures.

### **Clarity**

The one who writes clearly addresses many readers rather than those who use

ambiguous content because the essence of writing is clarity. In this vein, Murray and Hughes (2008) pointed out that previously complex and sophisticated vocabulary is a hint for erudite person, Today, however, simple, more rectum vocabulary is preferred because it permits the reader to access easily the ideas. So, you need to make your writing accessible to your readers as possible.

### **Word Choice**

As you write for a different audience, your words differ from one audience to another; for example, when you write to your friend is not the same diction you use when you address your supervisor. Shannon (2011, p.18) stated that “Authors should always aim for most precise language possible in writing”. He added that the writer must pay attention to connotation and denotation:

- **Denotation** refers to the meaning of a word in which we find in the dictionary (the literal meaning)
- **Connotation** refers to the emotional coinage between the word and the image that the word evokes in the readers' minds.

## **Teaching Approaches of Writing**

Teaching writing is not an easy task to accomplish because it depends on the target of the teacher either to help students to improve their writing skill or to focus on the structure and grammatical components of the language. That is why; several types of research were made to provide the approaches for teaching the writing skill in the EFL classroom, such as the product approach, genre approach, and the process approach.

### **The Product Approach**

From the name of this approach, we may understand that the focus is on the final product. Hylland (2003) stated that “the product or the controlled writing approach was widespread in the mid- 1960's as the marriage of structural linguistics and the behaviourist

learning theories of second language teaching'' (as cited in Chabbi, 2016, p. 41).

Nemouchi (2008) defined the product approach as a controlled one in which the teacher controls the students' application of the conventions of writing especially grammar. He added that "the product approach was a means-to-an-end, and the teaching of writing was language-focused. Since the far past, the writing was viewed as a secondary skill, and priority was given to speaking. The emphasis was on correctness and copying models" (p.38).

In other words, teachers consider themselves as teachers of language, not of writing. "This approach stressed three features which are grammar, syntax, and mechanics. It emphasises accuracy rather than fluency and originality" (Raimes, 1983, p.7).

### **The Genre Approach**

In the genre approach, students are yielded with different types of writing before they embark on their own writing. Thus, if they are asked to write a business letter or newspaper article they need to be exposed to a model concerning the task before starting to compose their own (Harmer, 2001). Painter (1989) stated that "Language is a functional resource in that the language system can be viewed as having that form, it does because of what is called upon to do the needs of language learners have shaped the linguistic system itself" (as cited in Rekibi, 2015, p.30). In other manner, the genre approach viewed that language is functional because it appears in different contexts and each context requires a genre of language. Moreover, Nemouchi (2014) stressed that "the objective of adopting genre approach is to enable students to use appropriate registers which are important for them (p.45).

### **The Process Approach**

Unlike the product approach which focuses on the final product of writing, the process approach to writing pays attention to the various stages that the students pass through in order to get the gist of various skills that should be employed when writing (Harmer, 2001). Comparative Media Studies (n.d.) said that the process approach is a recursive one not a linear

process as the product approach. CMS (n.d.) drew a sequence of steps that the students pass through while writing which are summarized as follow:

- **Pre -Writing:** In this phase, the writer is required to choose the topic and brainstorm the ideas.
- **Drafting:** In this stage, the writer put his ideas into sentences and paragraphs; in this phase, the writer does not pay attention to spelling mistakes because it is the first draft and will be improved.
- **Revising:** In this step, the writer must think deeply about the reader's needs and make the sentences precise and concise.
- **Editing:** In this step, the writer treats the language in terms of mechanics, syntax, grammar, and spelling.

The process approach allows students to realize that writing includes knowledge of the language, the purpose of writing, and the skills in using the language; therefore, students will be proficient in the writing skill (Ghufron, 2016).

### **The Obstacles of Writing**

Although writing is a paramount skill for producing the language, it is deemed as a difficult skill in English as a second language (ESL) context where students encounter many challenges in writing. Byrne (1988) declared that writing is a complex skill in the mother and in foreign language wherein introduced three difficulties that the students encounter while composing which are: psychological problems, linguistic problems, and cognitive problem.

- **Psychological problem:** writing is a solitary activity because having the idea that you need to write on your own makes the act of writing difficult.
- **Linguistic problem:** Unlike the speaking skill which occurs spontaneously by which no impact of the misuse of linguistic structures, writing skill requires correctness of the linguistic structures such as the mechanics of writing.

- **Cognitive problem:** writing is learned through the process of instruction in which writers need to master the written form of the language and to learn certain structures that are less used in speaking. Also, writing is a task which is often imposed on us not like speaking which is unconsciously learned.

In addition, Rinnert and Kobayashi (2009) pointed that EFL learners are not only affected by the nature of writing the English language but also by their first language writing and by the cultural background of it as well as linguistic and contextual knowledge. According to Carroll (1990) “many students were never required to learn proper spelling or grammar. These poor students come to think that English and writing means inevitable failure” (p.1). In other way, writing conventions restrict the students' production.

### **Flipped Learning and Writing Skill**

Like the other skills, writing is a crucial skill for attaining higher educational achievement and successful learning, so students need to improve their written production.

Writing is a complex skill that involves both the cognitive skills and the linguistic process (Hayes, 1996; Kellogg, 1996, as cited in Soltanpour & Valizadeh, 2018). Also, it is a process that requires time and concentration followed by careful guidance; however, in ordinary teaching students do not have the needed time to practise the different features and conventions for producing perfect written production. When the FCM appeared, it gives the students the opportunity for improving their written production by which students practise the given content at the classroom under the guidance of the teacher (Flipped Learning Network, n.d.).

According to Abu-Rass (2001), to produce a decent piece of writing students need to pay attention towards vocabulary, arrangement, aim, spelling, punctuation, and audience; it is deemed as a challenging thing for a teacher to make the students aware about the previous elements and make them practicing at the same time. However, technology and FC allow the

students to watch the conventions of writing at home. Hence, the classroom becomes a place for practicing their writing skill (as cited in Qader&Arslan, 2019).

Furthermore, Leis, Cooks, and Tohei (2015) applied the flipped classroom instruction (FCI) on students' compositions by conducting a true experimental method in which they compared two compositions one following the traditional instruction and the other one following the FCI. As a result, those who followed the FCI their composition are perfectly done rather than those who followed the regular class. In addition, Ekmekci (2017) applied the FCI on Turkish EFL students' writing skills. The research compared the FCI and traditional classes, and the findings showed that those who followed the FCI performed better than the others.

To reiterate, FC is very effective in increasing students' proficiency in writing English compositions.

## **Conclusion**

In this theoretical chapter, we have given an overview of flipped classroom which is divided into two parts. In the first part, the light was shed on various definitions concerning flipped classroom, blended learning, the history, the constructivist root, the benefit, and the pillars. Then we moved to make a connection between technology and flipped classroom; flipped learning and writing skill.

In the first part, the reader will deeply acknowledge the flipped classroom method because it is a new concept rather than the writing skill which is presented in the second part briefly just to remind the reader with its definition, importance, conventions, rules, characteristics, obstacles, and its approaches. The researcher s' review's purpose is to help the reader to fathom different aspects posed by the research on the effect of the flipped classroom on enhancing the writing skill.

# **Chapter Three**

## **Method**

## **Chapter Three**

### *Method*

#### **Introduction**

After finishing the theoretical chapter, a methodological chapter is required to examine the effect of the flipped classroom on enhancing the pupils' written production. This chapter takes off cover a comprehensive portrayal of the methodology applied in this research. It delineates where the study was conducted and provides information about the participants, the research design, and the necessary instruments for gathering the data of this study. It aims at scrutinizing the credibility of the already stated hypothesis.

#### **The Research Location**

The research took place at Tridi Ali Middle School, El-Taref. The experiment was conducted in the classroom where they usually study as an attempt to facilitate the process and make them feel at ease with the accustomed environment. Tridi Ali Middle school was not that crowded one since in every classroom there were 30 students. Consequently, teachers may control the pupils in a forthright way.

#### **The Participants**

The participants in this research were haphazardly chosen among third-year pupils at Tridi Ali Middle School, El Tarf, Algeria. The sample was made up of thirty (N=30) pupils with the age of 13 and there were three pupils among them who were a year older than the normal age of 13 because they were repeating it for the second year. The sample was chosen to match the purpose of the research because third-year middle school pupils dealt with responsive writing in the second year, thus they were able to compose sentences and short paragraphs.

## **The Research Instruments**

Over the course of conducting this study, a set of instruments were cautiously adopted to attain reliable, accurate results, and to validate the hypothesis the following instruments that were chosen:

### **The Pre-test and Post-test**

To gauge the pupils' written production, both pre-test and post-test were designed by the researcher to unveil the truth of the effectiveness of implementing the flipped classroom method of teaching in enhancing the pupils' written production. The respondents were asked to write a descriptive paragraph to check their level of understanding. After the lectures, they were given at home and in-class activities as well, this kind of test is considered as post-test.

### **The Videos Lectures**

In the light of the phases of actualizing the FC, which are pre-class, and in-class, the videos were deemed as a pre-class instrument for delivering the lectures to pupils at home. The researcher provided three videos pertaining a description of peoples' appearance and personality features, the use of present simple, and a video for physical appearance vocabulary.

Due to the restraints including time management, workload, lack of advanced knowledge of technological devices, the researcher can not create a video (Neaupane, 2017; Basal, 2015; Straw, Quinlan, Harland, and Walker 2015; Mohan, 2018, as cited in Benzert, 2018). Consequently, we resorted to the inventory of Youtube videos, made by professionals that consisted of captions in the form of cartoons in order to make the pupils enthusiastic towards watching them. Moreover, the video lectures provided tremendous vocabulary for describing a person, and they received a video for adjusting their grammar concerning the present simple.

### **In-Class Activities**

In-class activities represented the application of the delivered video lectures to check the pupils' understanding of the received input. Also, the in-class activities made the pupils mindful about the benefit of the acquired knowledge and how to implement it in a different context.

To apply the acquired input learnt through video lectures, four activities were designed based on the purpose of teaching them new vocabulary and adjusting their grammar concerning the present simple. Therefore, they were able to compose a decent piece of writing. The activities designed to carry out the classroom work were as follows: Put the right word in the right place activity, read the description and find who is it, complete the personal profile with the correct use of present simple, and 'guess my description' activity.

The previously mentioned activities were designed Based on online sites of exercises that were the same as the pupils' text book activities. In addition, the researcher's creative ideas helped to create entertaining activities.

### **The Research Design**

The recent study employed a quantitative quasi-experimental research. The selected method has been set by the requisite of the study at hand. In nut shell, quasi-experimental research is one of the types of experimental design which attempts to recognize the impact of specific treatment on specific participants' outcome (Creswell, 2009). The researcher followed one tailored design: pre-test and post-test, which includes a treatment in between.

### **Research Procedures**

The research was conducted at Tridi Ali Middle School, and the participants were 30-third year pupils. It took place at the end of the first semester and the starting of the second semester during the academic year 2019/2020. The experimental study comprises first a pre-test to unveil the level of the pupils in written production. Second, a treatment that lasted for

four sessions which were done once per week. Along with that, a session was done as the first meeting to introduce the flipped classroom method, and sent them the videos lectures to watch them at home. Finally, a post-test was done to prove how the treatment influenced the pupils' written production outcome.

### **The Pre-test**

A test was designed to examine and measure the level of the pupils in the written production following the traditional instruction. The pupils were asked to write a short paragraph in the form of email about describing themselves to someone outside their country; they were expected to include such details as the description of appearance, hobbies, personality feature with the correct use of the present simple. The test was delivered by the assistance of their teacher of English who made it so easy by reminding them of the first sequence of their textbook which was under the title "*Me, my abilities, my interests, and my personality*" as a result, they answered our test keenly with full focus (see Appendix A).

### **The Treatment**

After the pre-test, the intervention, the treatment, took place at the pupils' classroom which lasted four sessions with an introductory session which is deemed to be a session for delivering the videos lectures and introduce the whole business in order to break the ice between the researcher and the pupils. In that session, the researcher introduced the flipped classroom method and gave to the pupils three videos to watch them at home as lectures. Then, the pupils who had a net at home they took only the titles of these videos; however, those who had no internet connection were yield with the instructional videos in the form of DVDs. In fact, there were only five pupils claiming that they had no internet connection at home despite the provision of laptops and tablets.

The titles of the three videos lecture (Appendix B):

- Physical appearance (Bileceingilize, 2017)

- Describing people's appearance and personality conversation (Easy English, 2018).

- Simple present (Adawasakinah, n.d.)

After the introductory session, the following sessions were designed for in-class activities to practise what pupils received through the video lectures.

The first session was devoted for practicing what the pupils received about the first video, which dealt with vocabulary concerning describing physical appearance like the body size, the color of eyes, the type and color of hair, and how to describe the age of someone like young, old. Therefore, the first activity (see Appendix C) required the participants to put the right word in the right place. The researcher created the activity as an inspiration upon the knowledge in the sample of the website (English Language Teaching Resources, 2011). Besides, the respondents were free to ask the researcher for any vague words concerning the activity or the watched video. The pupils found the activity plain because they enjoyed extremely the despatched video of the physical appearance. To that, with humor and rejoice the researcher corrected the pupils' answers immediately.

The second session covered another activity adapted from English exercises (n.d.). The second session activity fostered the pupils towards practicing the vocabulary of the physical appearance wherein the pupils were asked to read the description in the pictures and then guess who is it through writing the name of the picture that matched the description (see Appendix D). Additionally, to guarantee their understanding of the vocabulary the pupils were asked to write two sentences requiring a description of their mates. The purpose of asking them to describe their mates in two sentences like the given activity was to make the pupils practicing the vocabulary of the description in real-life situations. Accordingly, the pupils' opportunity of retaining the vocabulary of the description in long term memory will be accomplished.

The researcher created an activity for session three under the title '*guess my description activity*' (see Appendix E). This activity was done to urge the pupils to interact together and work collaboratively. That activity required the pupils to write six sentences by which they describe themselves then the next step was to exchange the papers with each other. Moreover, the one who received the paper will recite it out loud then the pupils need to reveal who was the writer of the description. The researcher adopted Guess my description activity to make the pupils practicing the watched video, second video under the title *describing people's appearance and personality features*.

Consequently, the participants enjoyed a lot the activity because it did not only allow them to practice what they received but also made them feel responsible, vigorous, and collaborative. The researcher did not interfere with the correction of the activity because the pupils correct each other.

The last session was done with the intention to adjust the pupils' use of the present simple. According to the dispatched video of the present tense usage, the pupils were expected to complete the activity of personal profile, which is done by Busy Teacher (2007), with the accurate use of the present tense (see Appendix F). The researcher corrected the papers immediately through writing the key answers on the board then ask them to correct each other papers. The researcher had a desire to make the pupils spotting the mistakes by themselves to enhance their awareness and activeness while writing.

In other words, during the treatment period, the pupils engaged in different activities as an application of the knowledge received throughout the sent video lectures.

### **The Post-test**

After accomplishing the treatment of the flipped classroom instruction, the pupils received a posttest to measure the impact of the treatment on enhancing the pupils' written production. The researcher structured a post-test that was partially identical to the pretest so as

to disclose the extent of the effectiveness of the treatment (see Appendix G).

## **Data Analysis Procedure**

### **The Rubric for Assessing the Pupils' Written Production**

In order to provide an analytical assessment for the pupils' written production, the researcher designed a similar rubric to the one done by Jacobs, et al. (1981) for assessing the vocabulary; and created a rubric for assessing grammar concerning the present simple. Furthermore, assessing the pupils' grammar and vocabulary was based on how much they understood and applied the 'vocabulary' concerning the description of a person and the 'grammar' concerning the present simple that the pupils received throughout the videos lectures at home, and the activities they practiced at the classroom level. The researcher followed four criteria for both grammar and vocabulary assessment along with a scoring scale valued from one to four as follows:

#### **Criteria for Assessing Vocabulary**

**Table 3.1: *Criteria for Assessing the Pupils' Vocabulary***

Criteria	No	Fair	Partial	Full
	understanding	understanding	understanding	understanding
Vocabulary	The pupils appear to have no correct use and understanding of the vocabulary concerning the description of a	The pupils appear to have a minimal use and understanding of the vocabulary concerning the description of a person starting	The pupils appear to have a partial understanding of the vocabulary concerning the description of a person starting	The pupils appear to have a full understanding of the vocabulary concerning the description of a person starting

	person starting from the appearance like the color of hair, eyes, skin, the size of the body, personality features, hobbies, etc.( no details).	from the appearance like the color of hair, eyes, skin, the size of the body, personality features, hobbies,etc.( they use few details).	from the appearance like the color of hair, eyes, skin, the size of the body, personality features, hobbies, etc.( they partially include most of the items).	from the appearance like the color of hair, eyes' color, skin, size of the body, personality feature, hobbies, etc. (they include all the items).
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**Table 3.2: Scoring Scale of the Vocabulary Criteria**

Criteria	No understanding	Fair understanding	Partial understanding	Full understanding
Scoring	1 pt	2pts	3pts	4pts

**Table 3.3: Criteria for Assessing the Pupils' Grammar Concerning the Present Simple****Usage**

Criteria	Unacceptable	Poor	Fair	Excellent
Grammar	The pupils commit four or more grammatical errors concerning the present simple	The pupils commit three grammatical errors concerning the present simple	The pupils commit two grammatical errors concerning the present simple	The pupils do not commit grammatical errors concerning the present simple

**Table 3.4: Scoring Scale of the Grammar Criteria**

Criteria	Unacceptable	Poor	Fair	Excellent
Scoring Scale	1pt	2pts	3pts	4pts

Moreover, the tests were assessed systematically following the recently mentioned rubric. The researcher depended on two teachers of English middle school who reviewed the tests for the second time after the researcher's assessment in order to make sure that the assessment's validity and reliability were colossally attained. Furthermore, what was expected in the post-test answers was either the participants applied and got benefit from the practised lectures or not.

### **Conclusion**

To round off, aligning symmetrically with the previous chapters, this chapter was a pre-requisite standard in revealing the actual design of the present work. To that, the reader will fathom well how the research was carried out. The next chapter will present the data analysis and findings for answering the research questions and the hypothesis.

**Chapter Four**  
**Results: Data Analysis**

## Chapter Four

### *Results: Data Analysis*

#### Introduction

This chapter is devoted to show the results of the methodology applied which investigates whether the flipped classroom method affects the pupils' written production or not. So, this sheds light on the obtained results by means of pre/post-test design.

#### Data Analysis

##### Pre-test Analysis

The pupils' pre-test was assessed and scored using the previously mentioned rubric in the third chapter tables (3.1, 3.2; 3.3, 3.4) which included the grammar and vocabulary criteria wherein they have been formally introduced through the video lectures and practised in the classroom. Thus, both of them were taken cautiously for the analysis. Besides, the pupils' assessment of grammar concerning the correct use of the present simple and the acquired vocabulary were valued by a scale from 1 to 4 where the overall score of the grammar and vocabulary was 8/8. The gained scores and their percentages are expounded in the following disclosed tables:

**Table 4.1: Participants' Pre-test Scores**

Participants	Vocabulary/4	Grammar( present simple usage /4	Score /8
1	1	2	3
2	2	2	4
3	1	1	2
4	3	2	5
5	2	2	4
6	1	3	4
7	1	1	2
8	2	2	4
9	2	1	3
10	2	2	4

11	1	1	2
12	1	1	2
13	2	2	4
14	1	1	2
15	2	2	4
16	2	1	3
17	1	2	3
18	2	3	5
19	2	2	4
20	1	2	3
21	2	3	5
22	1	2	3
23	2	2	4
24	1	2	3
25	2	3	5
26	1	1	2
27	3	2	5
28	1	3	4
29	2	2	4
30	2	2	4

**Table 4.2: Pupils' Pre-test Overall Scores**

Score	2	3	4	5
Pupil Number	6	7	12	5
Percentage (%)	<b>20(%)</b>	<b>23(%)</b>	<b>40(%)</b>	<b>16(%)</b>

According to the table above, the pre-test data disclose that six pupils (**20%**) obtained a score of 2/8, which is considered as the lowest average. Seven pupils (**23%**) attained the score of 3/8. 12 participants (**40%**) received a score of 4/8, and only five (**16%**) participants succeeded to access the overall score 5/8.

### Vocabulary Pre-test Analysis

**Table 4.3: Pupils' Pre-test Vocabulary Scores and Percentages**

Score	1	2	3	4
Pupil Number	13	15	2	0
Percentage	<b>43,33%</b>	<b>50%</b>	<b>6,66%</b>	<b>0%</b>

As demonstrated in table 4.3 of the pre-test vocabulary scores, 13 pupils (**43.33%**) got

only 1 point; the pupils appeared to have no implication of the vocabulary concerning the description of appearance by which they did not include details just scattered words dropped on papers. Fifteen participants (**50%**) implied few details concerning their description which dragged them to get 2 points, but only two pupils (**6.66%**) got 3 points because they partially mentioned most of the items concerning the description of appearance. However, no participant was able to depict him/herself by using excellent (high level) vocabulary as no one of them managed to inspire the imagination of the reader to reveal the picture of the person who wrote it.

### Grammar Pre-test Analysis

**Table 4.4: Pupils' Pre-test Grammar Scores and Percentage (presentsimpleusage)**

Score	1	2	3	4
Pupil Number	8	17	5	0
Percentage	<b>26.66%</b>	<b>56.66%</b>	<b>16.66%</b>	<b>0%</b>

The data in table 4.4 reveal that eight pupils (**26.66%**) received 1 point due to the wrong usage of the present simple tense which led them to commit more than four mistakes. Seventeen participants (**56.66%**) obtained 2 points; they committed three grammatical errors. Only five participants (**16.66%**) managed to receive a score of 3; they used fairly the present simple by which they committed only two errors. No one could get the full score of 4/4 which comprises the excellent usage of the present simple tense where no mistake can be spotted.

### Post-test Analysis

The participants' post-test was analysed analytically following the previously mentioned rubric in the third chapter tables (3.1, 3.2; 3.3, 3.4) regarding the criteria of both 'grammar' and 'vocabulary' following a scale from 1 to 4 and the overall score of 8. The data are displayed in the tables as follows:

**Table 4.5: Participants' Post-test Scores**

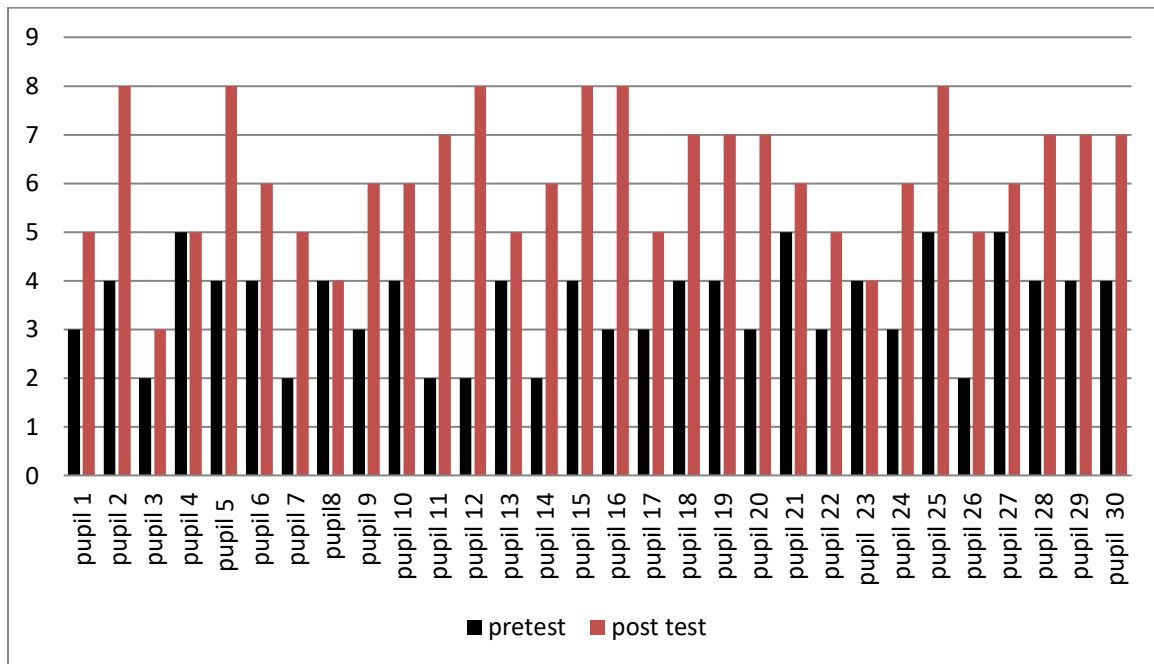
Participants	Vocabulary/4	Grammar ( present tense) /4	Score /8
1	3	2	5
2	4	4	8
3	3	3	6
4	2	3	5
5	4	4	8
6	3	3	6
7	2	3	5
8	2	2	4
9	2	4	6
10	3	3	6
11	3	4	7
12	4	4	8
13	2	3	5
14	3	3	6
15	4	4	8
16	4	4	8
17	2	3	5
18	3	3	6
19	4	3	7
20	4	3	7
21	2	4	6
22	2	3	5
23	2	2	4
24	3	3	6
25	4	4	8
26	3	2	5
27	4	2	6
28	4	3	7
29	4	3	7
30	3	4	7

**Table 4.6: Participants' Overall Scores**

Score	4	5	6	7	8
Pupils Number	2	7	9	6	6
Percentage	<b>6%</b>	<b>23%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>

As demonstrated in the table above, the post-test data reveal that two (**6%**) pupils received the score of 4. Seven participants (**23%**) earned a score of 5. Nine participants (**30%**) obtained the score of 6 whilst six pupils (**20%**) managed to get a score of 7. Six

respondents (20%) succeeded to receive the full mark of 8.



**Figure 4.1. Pupils' Pre-test vs. Post-test Overall Score Comparison**

As represented in the above figure, the pupils' overall score of the post-test is higher than the pre-test overall score.

**Vocabulary Post-test Analysis**

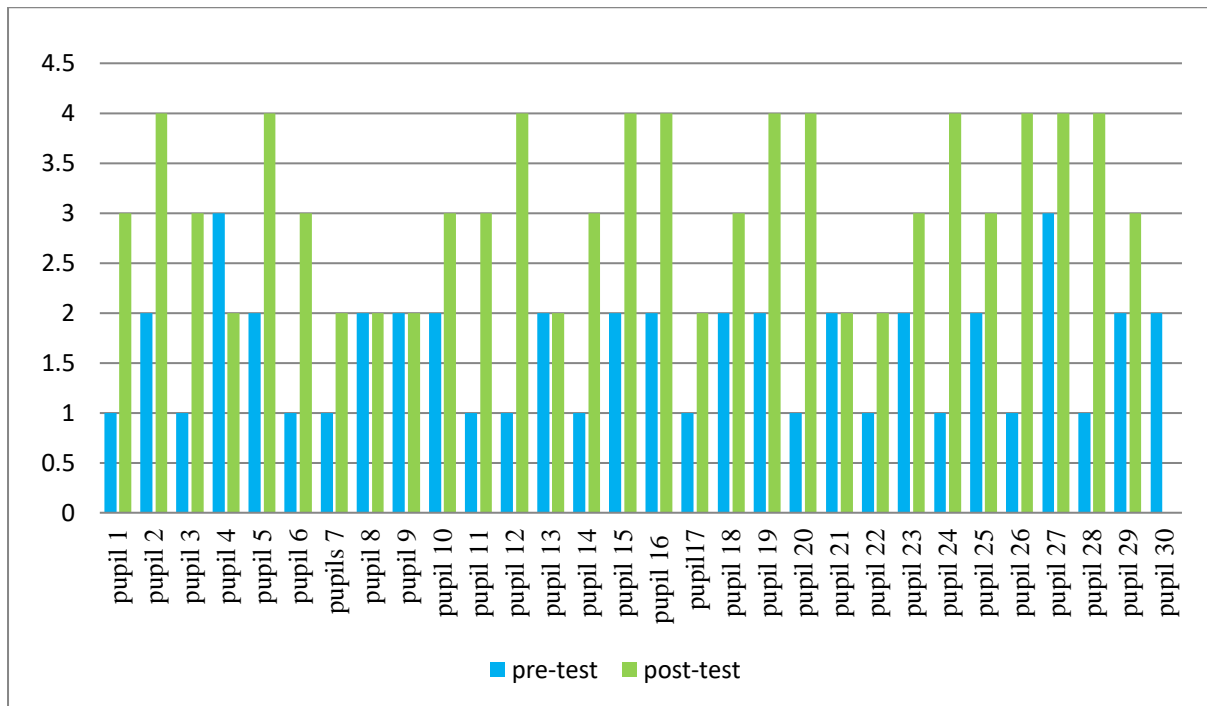
**Table 4.7: Pupils Post-test Vocabulary Analysis**

Score	1	2	3	4
Pupils number	0	9	10	11
Percentage	0%	30%	33,33%	36.66%

As seen in the table above, no participant received 1 point that reflects the lowest score, thus this means that all the pupils understood the vocabulary given through the pre-class video lectures, and get benefit from the classroom exercises. Nine participants (30 %) received 2 points; they implied few items concerning the description of a person while tenpupils (33.33%) got a score of 3/4 as they mentioned most of the items of the description.

Unlike the pre-test wherein no student managed to get the score of 4/4, eleven respondents (36.66%) obtained the score of 4 points which reflect their immense

application of the vocabulary which helped the reader to have a clear portrayal of the person they were describing.



**Figure 4.2. Vocabulary Pre-test vs. Post-test Scores Comparison**

As seen in the figure, the pupils' vocabulary in the post-test increased in comparison to the pre-test scores.

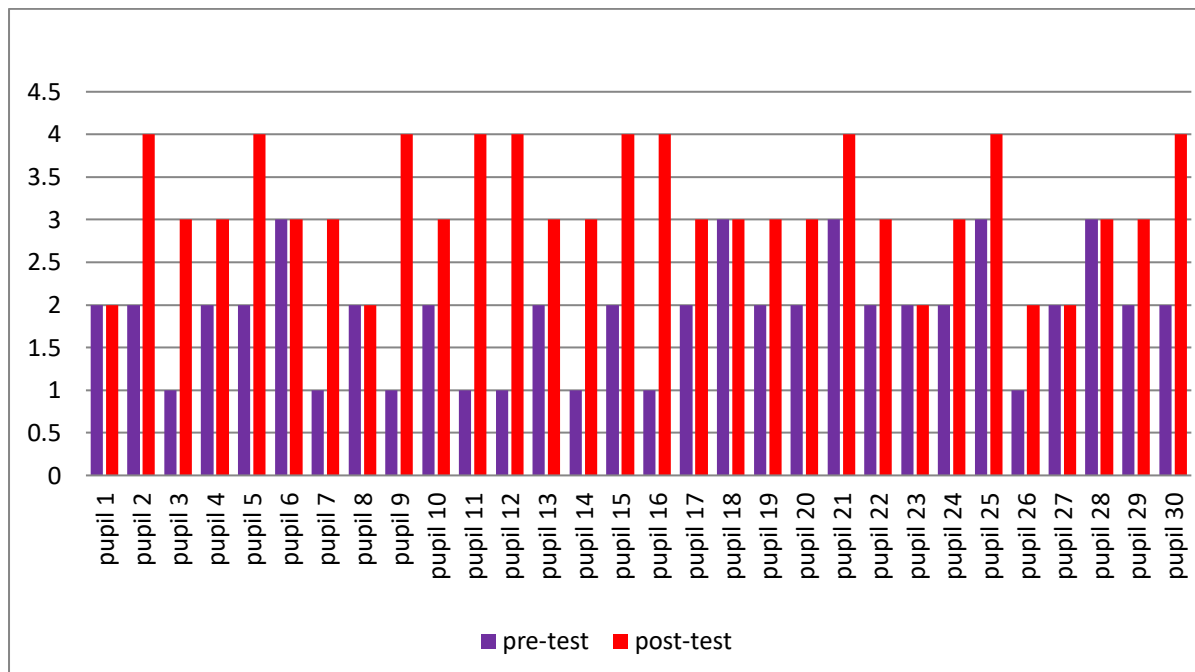
**Grammar Post-test Analysis**

**Table 4.8: Pupils' Post-test Grammar Analysis (present simple usage)**

Score	1	2	3	4
Pupil Number	0	5	15	10
Percentage	<b>0%</b>	<b>16.66%</b>	<b>50%</b>	<b>33.33%</b>

According to the results recorded in the above table, we notice that all the pupils recognized the apt usage of the present simple since no one received a score of 1 in 'grammar' wherein no one committed four or more mistakes concerning the present simple. Five pupils (**16.66%**) obtained the score of 2 points. Fifteen pupils (**50%**) got an average of 3/4 which reflects a great improvement since in the pre-test only five students who managed to get 3 points. Ten Participants (**33.33%**) achieved the full mark of 4/4 in grammar concerning the

use of present simple tense; where they wrote their task without committing any mistake which led the reader to feel safe while correcting because the participants manifested to have great awareness about the use of present simple.



**Figure 4.3. Grammar Pre-test vs. Post-test Scores**

According to the figure above, pupils in the pre-test committed many grammatical mistakes, however, the post-test reflected a well understanding of the present simple usage after the treatment.

In order to identify the difference in the pupils' written production concerning the two levels which are 'grammar' and 'vocabulary', the results of the pre/post-test and the overall score are presented clearly in the table below 4.8 to show the impact of implementing the flipped classroom method (FCM).

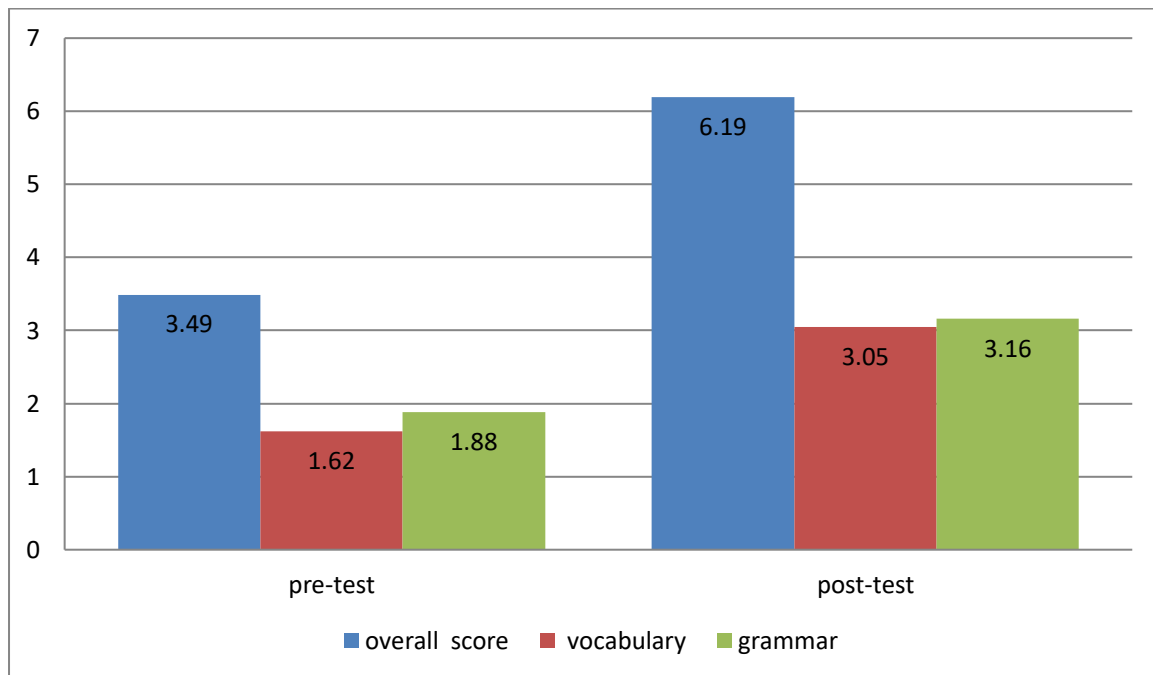
**Table 4.9: Comparison of the Pre-test and Post-test Means**

Pre-test (N=30)		Post-test (N=30)		Change
<b>MM</b>				
<b>Overall score</b>	3.49	<b>Overall score</b>	6.19	<b>+2.7</b>
<b>Vocabulary</b>	1.62	<b>Vocabulary</b>	3.05	<b>+1.43</b>

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<b>Grammar</b>	1.88	<b>Grammar</b>	3.16	<b>+1.28</b>
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***Figure 4.4. Comparison between Pre-test and Post-test***

As far as the results obtained, we notice that the pre-test revealed that most of the pupils lack the vocabulary that might be used for describing a person, and they do not apply the accurate usage of the present simple despite they studied them since they were second year at Middle School. However, there were pupils who got a score of 3 points in both ‘vocabulary’ and ‘grammar’; they have admitted that they love the English language since one of their family members is a teacher of English which led them to adore and pay attention to different dimensions of the English language.

The post-test data indicated that there is a significant difference in the mean score of the pre-test and the post-test as in the overall score. The data showed that the pupils’ overall score rose from 3.49 to 6.19 with a noticeable change of +2.7, including all the pupils.

The ‘vocabulary’ mean reflected a great improvement from 1.62 to 3.05 where twenty four pupils developed their vocabulary by a change of +1.43; however, six participants their scores rested the same. The ‘grammar’ mean increased from 1.88 to 3.16 with a change of

1.28. The majority of pupils; twenty three out of thirty pupils have shown a significant improvement, only seven pupils scored constantly. For instance, Pupil 16 was concerned with the improvement by which he got in the pre-test 2 points in the vocabulary, and 1 point in grammar; however, his post-test showed the full mark in both 'vocabulary' and 'grammar'. As well as pupils 14 got in the pre-test the score of one in both grammar and vocabulary; however, the post test showed a great improvement where the score shifted to three.

### **Conclusion**

To round off, this section is designed to show the analysis of both the pre-test and post-test which was analyzed quantitatively by using statistical techniques as tabulation, graphic presentation, and percentage. After the data analysis, the researcher gets a pretty sure idea to answer the research questions that were posed at the beginning of the study; therefore, this chapter is deemed as a key for deducing all the answers concerning the pre/post-test and the implementation of the FCM.

# **Chapter Five**

## **Discussion**

## **Chapter Five**

### *Discussion*

#### **Introduction**

This chapter discusses the results of the study in an attempt to prove or disprove the already stated hypothesis, and to answer the research questions of the current research. Besides, this chapter includes the implications of the flipped classroom along with the limitations which are encountered in the high way course of this study. In addition, the researcher proposed some recommendations expected to be beneficial for the Ministry of education, EFL teachers, and for further research studies.

#### **Pedagogical Implications Drawn from the Research Finding**

It is worth to offer some practical implications basing on the previously mentioned findings unveiled by the research study. The flipped classroom as a pedagogical method inverted the traditional classroom on its head by reversing the teaching process from lecture-based learning to activity-based learning.

The findings of this study suggest the flipped classroom method (FCM) as a tool for enhancing the EFL pupils' written production at Tridi Ali Middle School because of its potential implementation in an educational setting for both pupils and instructors.

In the same vein, our experiment confirms that the FCM gives pupils the opportunity to practise their writing skill for the first time in a way that makes them feel free by watching the lectures at their own pace and practicing well the delivered input in the class-time. Also, the flipped classroom opens the door for deep negotiation between teachers and pupils concerning the multifarious queries that they may encounter whilst watching the videos lectures. The outcome of the study heartens the Middle School to embrace the FCM of teaching which would heighten their educational achievement.

## Discussion of the Research Questions and Hypotheses

Based on the results acquired from the pre-test and post-test answers, we can deduce that there was a noticeable improvement concerning the written production level of third-year pupils at Tridi Ali Middle School after the implementation of the flipped classroom instruction (FCI).

In other words, There was a clear reflection of pupils' response towards the use of FCI of teaching throughout the apparent improvement of the mean in pupils' vocabulary', 'grammar', and 'overall score'. Moreover, the pre-test results displayed that the pupils lack the practice of the received input in the classroom; they just listened to their teacher's explanation without applying it in useful contexts. To that, this issue was marked throughout the pre-test answers where the results showed how the traditional instruction had an effect on the pupils' level in the written production. Also, the pupils were in standstill situation where they could not construct healthy meaningful sentences.

For instance, Pupil sixteen 16 received low scores in both the vocabulary and grammar which revealed that there was a deficiency of understanding concerning the description of a person's appearance vocabulary. And they did not know how to use the present simple accurately despite they had a background about them since the second year. The lack of vocabulary and grammar affected the readers' comprehension. Consequently, they received a low average in tests and exams.

In the treatment phase, the pre-class videos had a focal role in establishing learners' centeredness as a key principle in modern language teaching. The video lectures gave the pupils the opportunity to be autonomous learners and help them in increasing their level of thinking, where they applied all the categories of thinking like applying, analyzing, and evaluating. Also, videos can be dubbed as a prior knowledge which helped the pupils visualize their thoughts through watching the lectures in an entertaining way full of cartoons

which delve them deeply to finish watching the dispatched lectures align with hilarious smile and gaiety.

In the in-class phase, the pupils practise multifarious activities which allow them to use their prior existing knowledge learnt through the video lectures in order to answer the given activities. Thus, the interplay between the pre-class videos and the In-class sessions gave pleasant results which led the pupils to fathom well the accurate use of present simple and to acquire the vocabulary concerning the description of person's appearance; therefore, their written level had been enhanced.

Additionally, the FCI sees the pupils as a cynosure of the whole process because it suffices all the pupils' queries. Because the majority of the pupils answered the activities correctly, it was a clear indication of their understanding of the given content.

Accordingly, the pre-class videos and the in-class activities contributed to the enhancement of the pupils' vocabulary and grammar; so that, their written production level enhanced as well, which was reflected in their post-test scores. The post-test overall scores showed a great significant difference from the pre-test overall scores. Where the pupils' written production was decent and meaningful due to the accurate use of present simple, and the application of the description of persons' appearance vocabulary

To all this, we can answer the research hypothesis "If EFL pupils be taught with the use of flipped classroom method, their written production will be improved, then pupils' will enhance their capacities in both grammar and vocabulary while writing". The already stated hypothesis is proved successfully to disclose that the FCI enhances the pupils' written production and promotes the development of both vocabulary and grammar. To reiterate, such positive change was very clear throughout the pupils' post-test responses. This meant that implementing an integrative model of teaching such as the flipped classroom where pupils are the center of the learning and teaching process is very viable to improve the pupils' written

production level.

### **The Limitations of the Study**

Algeria like any country in the world is going through one of the considerable period that is the spreading of the pandemic disease “*covid-19*”; Coronavirus prevented the researcher from acquiring the satiable results as it was expected.

Covid-19 drove the researcher to get rid of many steps whilst collecting the data of the research. For instance, the qualitative study was concealed since we could not interview the EFL teachers at Tridi Ali Middle School because of the lockdown. The detrimental effect of the coronavirus did not only diminish the findings but also caused a psychological problem to the researcher due to the daily dreadful death which led the researcher to challenge the idea of losing someone. Also, the virus prevents us from displacing towards different libraries which might expand our knowledge concerning the topic.

Moreover, far from the coronavirus the research had a methodological limitation concerning the type the research method. Our research followed the quasi-experimental research which cannot provide external validity, thus we cannot generalize the findings of this study. Then an analysis with larger samples and following true experimental research may indicate different findings.

No victories without injuries, despite the previously mentioned hurdles that met the researcher during the highway of the study, the researcher finished the work successfully and access the needed results for answering the previously mentioned hypotheses and research questions.

### **Recommendations**

In the light of the findings reviewed throughout this study, the following recommendations have been put by the researcher to ignite the importance of using the flipped classroom method as an effective tool for improving the pupils' outcome, thus

attaining success at Tridi Ali Middle school. We would suggest the following with an intention to increase the learning-teaching process:

### **Recommendations to the Ministry of Education**

We would suggest to the Ministry of Education to:

1. Create more conferences and training programs on the flipped classroom instruction aiming at making EFL teachers acquiring adequate knowledge about it.
2. Use instructional designers specialized in determining what content should be included in the in-class activities.
3. Make standardized video lectures and share it among educators to adjust the teaching-learning process.
4. Add more hours for teaching English at Middle School, thus open the opportunity for pupils to submit their queries concerning the dispatched lectures in a forthright way.
5. Enrich the Middle School funds to give each pupil the right to have a technological device like tablets to fill the gap of lacking the access to the despatched videos at home.
6. Create educational unique online sites for the in-class activities to exchange the created activities between instructors.
7. Make the teachers aware of the importance of practicing the written production at the classroom
8. Implicate the flipped classroom instruction into the teachers' guide book and share it among educators.

### **Recommendations to Teachers of the English language**

Teachers of English are recommended to:

1. Gear the pupils on the flipped learning concept prior the application in order to make them understand what will be expected of them.
2. Select the appropriate in-class activities to enhance the pupils' written production.

3. Change the classroom decoration by doing circles with tables to engage the pupils for collaborative works. Also, the teachers may make it seem as workshop.
4. Alter their role from sage on the stage to a guide on the side whose role is to help, organize, and prompt the pupils to write with gaiety and energy.
5. Create a balance between pre-class and in-class activities to increase the pupils understanding.
6. Use music during the in-class activities phase. Thus, the pupils are going to entertain answering the given activities in a valuable environment.
7. Cater the pupils' needs throughout the use of realia amongst the classroom activities to provide authenticity. Therefore, the dispatched video lectures will be more memorable.
8. Give the pupils the opportunity to speak, listen, and read then write because writing is not about heads down and silent classroom; writing is a communicative process.
9. Create friendly placid atmosphere so that pupils will never frighten the written production.
10. Create your own video lectures through the use of phones, PC, camera or just recording. Consequently, the pupils will feel at ease and break the ice when watching their teacher talking to them in the video lectures.

### **Suggestion for Further Studies**

The researcher recommended the following suggestions:

1. The current study was restricted to enhancing the pupils' written production. Further studies should focus on using flipped classroom with other skills like speaking, reading, listening.

2. We recommend further research to examine the effectiveness of implementing the flipped classroom with other levels like university, and secondary school.
3. Also, we suggest for the coming research studies to apply the flipped classroom method with more than one group because control and experimental group will be better for generalizing the results.
4. Further studies are also recommended to scrutinize the impact of video lectures on the students' understanding.
5. It is recommended to investigate the effect of FCI on students' autonomy.
6. Further studies may incorporate qualitative study to extend the research validity.
7. In addition, other studies should pursue to examine the effect of in-class activities feedbacks on students' learning and behaviour.
8. True experimental research is needed to compare the FC to other classes such as traditional to active teaching.
9. Further studies may apply the post-class phase which is removed from the current research due to time restraints and lockdown.
10. Also, upcoming researchers should investigate the impact of FCM in fostering the students' engagement.
11. Finally, we recommend for further research to examine the impact of FCM on enhancing the learners' critical thinking.

To round off, the previously mentioned recommendations may ignite the flipped classroom model At Tridi Ali Middle School by reversing the teaching and learning process from passive to active one which will bring entertainment and success. Thus, achieving high educational outcome. Furthermore, the abovementioned recommendations enlighten the path for more futuristic research studies wherein opening multifarious opportunities that will bring innovation and prosperity among different subjects and levels.

## Conclusion

Writing skill is a complex skill which was a difficult task for third year pupils at Tridi Ali Middle School. Because the written production was neglected and taught with specific skills and techniques, it was difficult to attain and keep them in standstill situation. The results of the study confirmed that the FC enhanced the pupils' written production level. Therefore, the flipped classroom paved the way for enhancing the pupils' written production in Tridi Ali Middle School with an entertaining way.

As synopsis, this chapter has pointedly explicated the obtained findings from both the pre-post-tests which highly and successfully assured our hypotheses and answered our research questions. Also, this chapter presents the implication, and the limitations that confronted the researcher align with the highlighted recommendation for future practices.

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# Appendices

**Appendices**

**Appendix A**

**The Pre-test**

**Written Production:**

Imagine that you are writing an email to a person outside your country then that person asks you to provide a full description of yourself. Try to describe yourself starting with your name moving **to your physical appearance** (hair, color of eyes, size of the body.. etc), **personality feature**, and the **things that you like to do (hobbies)**. **Pay attention to the correct use of the present simple.**

*Dear,*

.....

.....

.....

.....

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.....

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.....

*Sincerely.....*

## Appendix B

### The Pre-Class Videos Lecture

#### 1- Screenshot of a YouTube Video- Describing Peoples Appearance and Personality

Conversation (Retrieved from <https://www.youtube.com/watch?v=dggFsUAuP24>)



#### 2-Screenshot of YouTube Video –Describing Physical Appearance (Retrieved from

<https://www.youtube.com/watch?v=sip0nbImXJ8>



Appendices

### 3- Screenshot of YouTube Video- the Present Simple (Retrieved

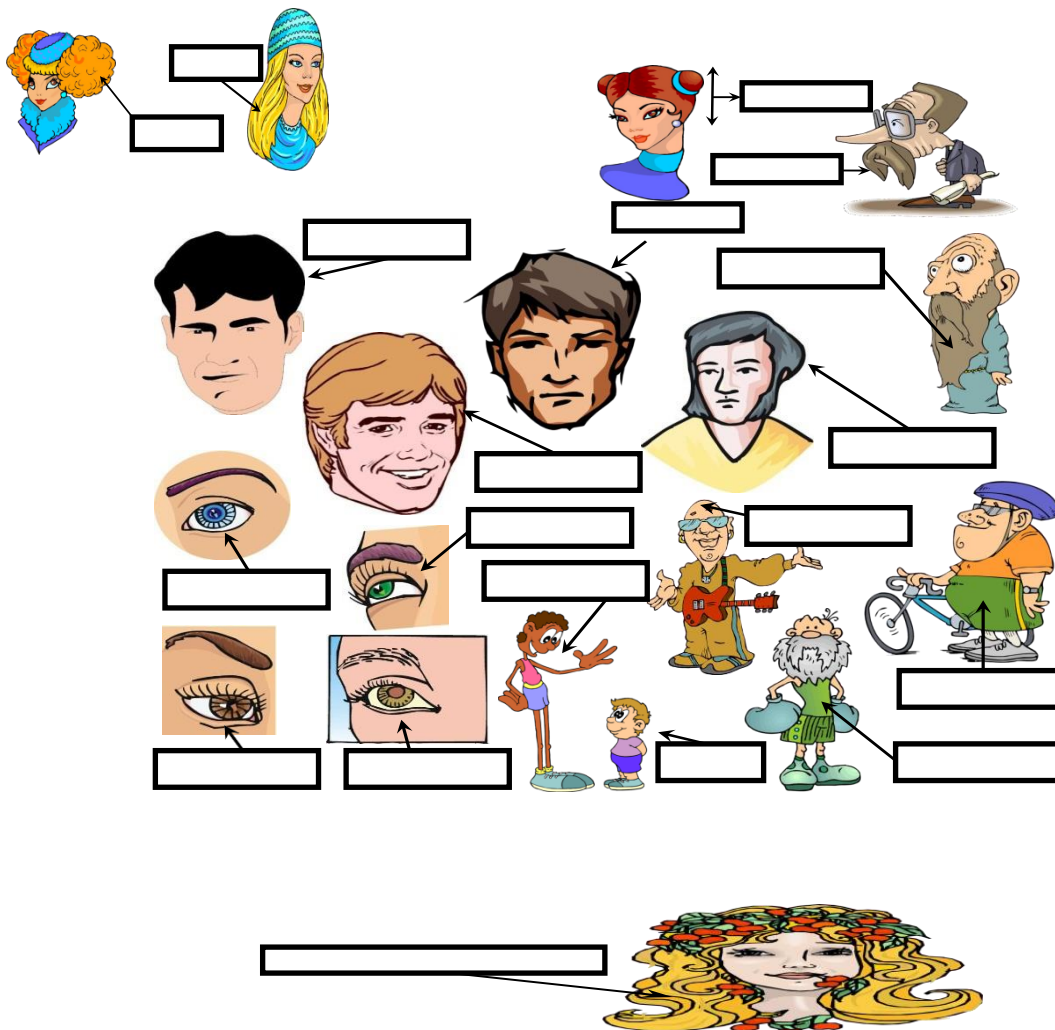
from <https://www.youtube.com/watch?v=UZMDp89VjEM>)



## Appendix C

### Activity One of Session One

Activity 01: Write the right word in the right place.



#### The keywords

Short, thin, fat, hazel eye, brown eye, blue eye, straight hair, curly hair, wavy hair, short hair, long hair, bald, tall, green eye, grey hair, blond hair, moustache, beard, brown hair.

## Appendix D

### Activity Two Session Two

**Activity 02: Read the description and find who is it?**

Kelly

Grace

Suzy

Bill

Ann

John



\* She has got black hair and blue eyes. It is .....

\* She has got blond hair and blue eyes. It is.....

\*He has got blond hair and blue eyes. It is .....

\*She has got brown hair and blue eyes. It is.....

\*He has got blond hair and brown eyes. It is .....

\*She has got brown hair and brown eyes. It is.....

After you answer the activity, try to describe your friend by writing two sentences about him/her.

1: .....

2: .....

## Appendix E

### Activity Three of Session Three

**Activity 03:** “Guess my description activity”

Write **six sentences** by which you **describe yourself** then you exchange the papers with your friends. The one who receives the paper should read it out loud until they guess who it refers to.

1-.....

2-.....

3-.....

4-.....

5-.....

6-.....

## Appendix F

### Activity Four of Session Four

**Activity: 04** Personal profile Activity



☞ Mike, the boy whose face is in a circle, has completed the form to enter Hartfield Leisure Centre. Read it and complete his personal profile and **pay attention to the correct use of the present simple**

	<b><u>Hartfield Leisure Centre</u></b>
<b>A</b>	<b><u>Personal Details</u></b> <b>First Name:</b> Mike <b>Surname:</b> Harrison <b>Birthday:</b> March 14 <sup>th</sup> <b>Age:</b> 13
<b>B</b>	<b><u>Nationality &amp; Home</u></b> <b>Nationality:</b> American <b>Town or City:</b> Boston <b>You live with:</b> mother and father <b>Brothers or sisters:</b> two sisters
<b>C</b>	<b><u>Personal Appearance</u></b> <b>Height:</b> 1.42 <b>Hair colour:</b> brown <b>Eyes:</b> brown
<b>D</b>	<b><u>School:</u></b> <b>Name:</b> George Washington High School <b>Located in:</b> centre of Boston <b>How many subjects:</b> 7 <b>You like:</b> English and History <b>You don't like:</b> Science
<b>E</b>	<b><u>Hobbies &amp; Interests</u></b> <b>Main Hobby:</b> sports <b>Favourite sport:</b> soccer <b>Sports you don't like:</b> baseball <b>Why?</b> Boring

Appendices

My name .....MIKE My birthday is on ..... I'm not British;  
.....American . I.....Boston, Massachusetts, USA. I .....  
with my mom and dad. I.....two sisters. But they .....live with us.  
They live in Ohio, because they .....to The University.  
.....thirteen years old and .....1.42 metres ..... . My  
hair.....short and..... . My.....brown, too .  
I.....to George Washington..... in the..... .  
I.....got a lot of friends there.  
In my class we..... got seven subjects. I like .....,  
but I..... Science. My favourite sport is..... I  
enjoy..... very much. But I.....baseball because it  
is.....

## Appendix G

### The Post-test

#### Written Production

Imagine that you are writing an email to a person outside your country then that person asks you to provide a full description of someone you love either one of your family or someone you appreciate. Try to describe that person by including **the physical appearance** (hair, color of eyes, size of the body..etc), **personality feature**, and the **things that you like to do (hobbies)** . Pay attention to the correct use of the present simple.

*Dear, .....*

The one I love to describe is

my.....

.....

.....

.....

.....

.....

.....

.....

.....

*Sincerely .....*