

# **The Role of Flipped Classroom in enhancing EFL Pupils' Written Production**

## **Case Study of 3rdYear Middle School Pupils EL-Taref.**

**Sana Bouras<sup>\*1</sup>; Taous Matallah**

<sup>1</sup>- University of Chadli Bendjedid-eltarf, s.bouras@univ-eltarf.dz.

<sup>2</sup>- University of Chadli Bendjedid-eltarf, t.matallah@univ-eltarf.dz

**Submission:** 09/02/2024    **Acceptance:** 14/10/2024    **Pulication:** 25/10/2024

### **Abstract:**

The child of yesterday is no longer the child of today or tomorrow, thanks to the spread of technology that facilitates the teaching and learning process. Thus, the flipped classroom (FC) evolved because it incorporates the use of technology devices. This study shed light on the influence of the FC on improving pupils' written productivity. It was conducted at Tridi Ali Middle School in El- Taref and involved one group of 30 third-year learners. To meet the stated goals, a pre-test was given to the learners to assess their written production level prior to the implementation of the FC. After that, they were given video lectures to watch at home because the therapy lasted four sessions and focused on the practice of the delivered films to strengthen the pupils' writing skills. Then, a post-test was administered. The tests were assessed using a suitable analytical rubric, and the results were quantitatively analyzed and

---

<sup>\*</sup> Corresponding author.

compared. EFL pupils have greatly benefited from the use of the FC to improve their writing. The employment of the FC is required to ensure the improvement of the learners' production in an enjoyable and enthusiastic manner.

**Key words:** Flipped classroom, written production, EFL pupils, pretest, posttest.

### **Introduction:**

Many teachers and educators are becoming increasingly interested in using flipped classrooms (FC) as an alternative to traditional learning methods. Furthermore, the flipped classroom method (FCM) is utilized to move direct instruction from the group learning space to the individual learning space, typically via videos (Hamdan, P. Mcknight, K. Mcknight, & Arfstrom, 2013). In other words, the flipped classroom shifts homework to the classroom and classwork (lecture) to the home.

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

The conventional method of teaching positions the teacher as a sage on stage and the students as passive receivers. Taking notes without understanding them is no longer an effective teaching method as technology advances. As a result, the FCM of teaching may be the key to increasing face-to-face contact with students and improving educational attainment. However, this type of instruction was overlooked.

Third-year learners at Tridi Ali Middle School are still crouched over their copybooks, following the old method of instruction in which the majority of them are unaware of the information they are getting. Furthermore, the FC teaching style is overlooked, despite its enormous

benefits for students' written production and language development in a variety of domains, including grammar and vocabulary. Furthermore, as a result of the employment of this strategy, classrooms are becoming spaces for vibrant, energy-filled activities rather than absorbing and transforming featureless information. Then, class time becomes open for students to engage more thoroughly with the topic, as the in-class period is dedicated to rehearsing the pre-class lectures.

Furthermore, teachers will focus their time to coaching and assisting learners in the classroom with practical activities that will give them greater control over their learning. As a result, learners at Tridi Ali Middle School are at a halt, unable to generate well-structured written piece. As a result of a lack of practice, their papers are riddled with grammatical errors and a limited vocabulary register, causing them to lose scores in tests and exams. In fact, this paves the way for low educational attainment and raises concerns about pens' pen down situations.

### **Aims of the Study:**

The current study is to explore the effectiveness of applying the FCM in improving EFL pupils' writing productivity. Because it had previously been overlooked in Algerian educational settings, the research aimed to implement the notion of FC in order to promote awareness of its importance. By doing so, we highlight the importance of the FC by encouraging students to receive online lectures at home using screens, videos, and other media, as well as fostering classroom practice. As a result, learners will be able to apply what they have learned in practice while also enhancing their writing production.

This research is significant because it contributes to help the pupils to improve their written production level. Adding to that, it helps teachers of

English to implement effective activities to enhance the pupils' written production. Moreover, it enhances the pupils' writing skills in different areas like grammar and vocabulary. Then, it dissuades the researchers to adjust their way of teaching throughout the use of the FCM. Therefore, opening the doors for creation and innovation of the educational curriculum. Finally, it benefits the teachers as they can reverse their role from mainstream teaching to taking the role of coach or guider.

### **Research Questions:**

This research aims to answer the following questions:

1. Can the flipped classroom method improve EFL pupils' written production?
2. How might the flipped classroom improve the writing skills?

### **Research Methodology:**

#### **Research Methodology:**

This study employed the quasi-experimental approach, with one group, pre-test, and post-test designs. First, the pre-test was given to 30 third-year EFL learners at Tridi Ali Middle School to assess their written production level. Second, the participants received an intervention that lasted four sessions and involved the transmission of a video containing lectures. However, activities, comments, and so on are offered in the classroom. The post-test was administered following the intervention to determine how the treatment and experiment affected pupils' written production.

### **Participants:**

In this study, it is assumed that using FC would improve the ability of learners to compose well-structured written productions. To achieve that goal

effectively the researcher worked mostly with a single group of 30 students. Participants in this study were selected at random from third-year students at Tridi Ali Middle School in El-Taref, Algeria. Furthermore, it occurred throughout the first and second semesters of the academic year (2023-2024). The participants have roughly the same prior knowledge of English because they have been studying it for about two years.

### **Data Gathering Tools and Procedure:**

During the process of conducting this investigation, a set of instruments were carefully used to achieve dependable, accurate data. The study endeavors to use the following instruments:

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

The researcher created both a pre-test and a post-test to assess the effectiveness of using the flipped classroom teaching approach in improving pupils' written production. Respondents were asked to write a descriptive paragraph to assess their understanding. Following the lectures, pupils were given at home and in-class exercises; this type of test is known as a post-test. The posttest is to measure the impact of the treatment on enhancing the pupils' written production.

The pretest was developed to investigate and measure the learners' level of written production following traditional instruction. The pupils were required to compose a short paragraph in the manner of an email explaining themselves to someone from another nation; they were expected to include characteristics such as their appearance, hobbies, and personality traits, all while using the present simple correctly. The test was administered with the assistance of their English teacher, who made it simple by reminding them of the first sequence of their textbook, which was under the heading "*Me, my abilities, my interests, and my personality*" as a result, they answered our test keenly with full focus.

**The Treatment:**

In view of the FC's two phases of implementation, pre-class and in-class, the videos were designated a pre-class instrument for providing lectures for learners at home. The researcher offered three movies describing people's look and personality traits, the usage of the present simple, and a video on physical appearance vocabulary.

To catch pupil interest, we resorted to an inventory of professional-created YouTube videos with cartoon-style captions. Furthermore, the video lectures gave a wealth of vocabulary for describing people, as well as a video for improving their grammar in the present simple. The videos are “Physical appearance” (Bileceingilize, 2017); “Describing people’s appearance and personality conversation” (Easy English, (2018), and “Simple present” (Adawasakinah, n.d.).

In-class exercises demonstrated the use of video lectures to assess pupil's understanding of the material presented. Furthermore, the in-class activities made pupils aware of the value of the obtained knowledge and how to use it in a different situation.

To put the knowledge gained from video lectures into practice, four tasks were created with the goal of teaching them new vocabulary and modifying their grammar in the present simple. As a result, they were able to produce a decent piece of writing. The actions planned to carry out the classroom work were as follows: *Put the proper word in the right place activity, read the description and figure out who it is, fill out the personal profile using the correct present simple, and 'guess my description' activity.* The previous

activities were designed. Based on online tasks that were identical to the activities in the learners' textbooks. Furthermore, the researcher's creative ideas contributed to the creation of engaging activities.

After the introductory session, the subsequent sessions were designed to provide the pupils with in-class exercises to practice what they had learned from the video lectures. The first session was dedicated to practicing what they learned from the first video, which dealt with vocabulary for expressing physical appearance such as body size, eye color, hair type and color, and how to define someone's age as young or old.

As a result, the first exercise required the learners to place the correct word in the appropriate location. The researcher designed the activity based on the knowledge in the internet sample (English Language Teaching Resources, 2011). Furthermore, respondents were free to ask the researcher about any ambiguous terms related to the activity or the seen video. They considered the assignment simple because they thoroughly loved the sent video of their physical appearance. With laughter and joy, the researcher promptly corrected the pupils' answers.

The second session included an activity modified from English exercises (n.d.). This session exercise encouraged learners to practice the language of physical appearance by asking them to read the description in the photographs and determine who it was by writing the name of the picture that fit the description.

In addition, to ensure that they understood the language, they were required to write two sentences describing their classmates. The goal of asking them to describe their, like in the offered assignment, was to have them practice the language of the description in real-life settings. As a result, the pupils'

ability to keep the description's vocabulary in long-term memory will be enhanced.

The researcher created an activity for session three under the title '*guess my description activity*' which was designed to encourage learners to engage and work collaboratively. That activity required them to write six sentences about themselves, after which they exchanged papers. Moreover, the one who received the paper will repeat it out loud then the others need to reveal who was the writer of the description. This activity was 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*.

Accordingly, the participants thoroughly loved the exercise because it not only allowed them to put what they learned into practice, but also made them feel responsible, active, and collaborative. The researcher did not meddle with the activity's correction because the learners corrected one another.

The last session was held with the purpose of adjusting the pupils' use of the present simple. According to the video of present tense usage, they were asked to complete the personal profile task, which was done by Busy Teacher (2007), using the correct present tense. The researcher promptly corrected the papers by posting the essential answers on the board and asking them to fix each other's papers. The aim is to notice problems on their own in order to increase their awareness while writing. At the end of the last session, the learners had to pass a posttest to measure their understanding out of the learned videos.

#### **Data Analysis Procedure:**

#### **The Criteria for assessing learners' written production:**

In order to give an analytical assessment for the students' written work, the researcher constructed a rubric comparable to the one used by Jacobs et al. (1981) to assess vocabulary, as well as a rubric for analyzing grammar in the present simple. Furthermore, the students' grammar and vocabulary were evaluated based on how well they understood and applied the 'vocabulary' for describing a person and the 'grammar' for the present simple that they received at home through video lectures and classroom activities. The researcher used four criteria for assessing grammar and vocabulary, as well as a scoring system of one to four, as follows:

| Criteria   | No understanding (1pt)                                                                                                                                                                                                                                       | Fair understanding (2pts)                                                                                                                                                                                                                                             | Partial understanding (3pts)                                                                                                                                                                                                                                                      | Full Understanding (4pts)                                                                                                                                                                                                                                          |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary | The pupils appear to have no correct use and understanding of the vocabulary concerning the description of a person starting from the appearance like the color of hair, eyes, skin, the size of the body, personality features, hobbies, etc.( no details). | The pupils appear to have a minimal use and understanding of the vocabulary concerning the description of a person starting from the appearance like the color of hair, eyes, skin, the size of the body, personality features, hobbies, etc.( they use few details). | The pupils appear to have a partial understanding of the vocabulary concerning the description of a person starting 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). | The pupils appear to have a full understanding of the vocabulary concerning the description of a person starting from the appearance like the color of hair, eyes' color, skin, size of the body, personality feature, hobbies, etc. (they include all the items). |

Table 1: Criteria for Assessing the Pupils' Vocabulary

| Criteria | Unacceptable (1pt)                                                              | Poor (2pts)                                                              | Fair (3pts)                                                            | Excellent (4pts)                                                          |
|----------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|
| 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 2:** Criteria for Assessing the Pupils’ Grammar (Present Simple Usage)

**1. Literature Review:**

Websites and laptops have been there for many years, but we have not really addressed how to include them into the educational process. However, the flipped classroom model comes to assist us integrate the digital world at home and boost teacher-student engagement during class time, which is a departure from the traditional method of teaching. In this chapter, the researcher strives to provide background information by fleshing out the FC's conceptual framework and writing it.

**1.1. Definition of the Flipped Classroom Model:**

To begin describing the flipped classroom technique, several scholars have agreed that (FCM) is a teaching style that flips the traditional classroom upside down. 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 relies on to improve student interaction, in which the lecture is delivered at home via the world of screens and videos; class time is thus allocated for vivid activities, collaborative learning, and query submission.

Moreover, the (FC) shifts the teaching paradigm from a teacher-centered to a student-centered approach. Thus, 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, multiple definitions were proposed by different academics in the same field of study. According to Bergmann and Sams (2012), inverted learning is a growing blended learning approach that seeks to improve teacher-student engagement by reducing instructor lectures and increasing students' active learning. As a result, a flipped classroom is "a combination of two established elements of education: lectures and active learning." (Tétreault, 2013, p. 3).

Additionally, the researchers Pawson and Tilley (as cited in Kavanagh, Reidsima, McCredde, & 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”

According to the above definitions, students and teachers are collaborative learners focusing on several sorts of classroom activities; 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)

### **1.2. Pillars of the Flipped Classroom Method:**

Experienced educators in the field of education and research recognized that the Flipped Learning Network has four pillars that allowed for 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).

#### **1.2.1. Flexible Environment:**

The Flipped Learning Network (FLN) (2014) team highlighted that the learning environment in the inverted classroom is defined by a variety of learning modes in which educators frequently change their learning spaces to adjust a lesson or a unit in order to maximize learners' learning capacities. Teachers foster a flexible environment that includes group projects, research studies, and performance, resulting in a dynamic classroom that frees students from all barriers (Hamdan et al., 2013). Furthermore, students in a flexible setting will love the learning process, achieve achievement, gain confidence, and develop self-direction.

### **1.2.2. Learning Culture:**

The second pillar is the learning culture, which refers to a movement from traditional teaching methods to active learning. In traditional learning, the professor is the primary source of information and is represented as a "sage on the stage." In contrast, the teacher in the FC is a "guide on the side" who is considered a facilitator rather than a provider of the supplied 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 attention away from the teacher and focusing on the students' learning. As a result, the instructor will focus on how to improve each student by providing constructive comments; being engaged in the classroom will encourage students to comprehend the FC culture, which is viewed as a motivation for active learning.

### **1.2.3. 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" (Tètrealut, 2013, p.11). Thus, FC content should be targeted to students' needs as Bergmann and Sams (2012) underlined that flipping the classroom creates a foundation for ensuring that students receive an education that is personalized to their own requirements. Furthermore, because lectures are presented in the form of videos that students can watch at home, films must be carefully chosen to meet the students' interests and learning styles.

Researchers argued that the goal of watching a movie is to devote class time to problem-solving activities, cooperative learning, and active learning.

Intentionally selecting the greatest content will free up the classroom to use the knowledge that has been provided.

Cavage (2014) suggested that (IC) lets students apply the higher levels of Bloom's taxonomy in the classroom, such as applying, analyzing, and producing, while remembering and understanding are placed outside the classroom. 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.

#### **1.2.4. Professional Educators:**

The final pillar of the FC is professional educators, who transition education from group to individual learning spaces, maximize face-to-face instruction, and provide relevant annotations to all students (Hamdan et al., 2013). The professor's position in the FC is critical because he or she is responsible for facilitating activities 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 essential in FC instruction because there would be no need for a SMART-board or a smart 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.

### **1.3. Benefits of the Flipped Classroom:**

FC has a certain number of benefits. To begin, Berrett (2012) found that attending video lectures at home resulted in significant increases in conceptual knowledge. Similar to the benefits of video lessons, videos allow students to pause and rewind their teacher, allowing them to absorb the lecture more than once (Bergmann & Sams, 2012).

According to Martin (2015), one of the benefits of FC is time efficiency because an FC typically includes watching a video of the course online as homework, and the next day students come to class ready to engage in practice and application of the given material (as cited in Rivera, 2016). So, “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 addition, Bergmann and Sams (2012) stated that flipping will benefit busy students who prefer the flexibility of the FC by allowing them to access the video version's content whenever they want. FC allows for more teacher-student and student-student engagement in the classroom while also providing students with learning options rather than informing them in a sit-and-listen approach (Basal, 2015). Bergmann and Sams (2012) displayed the benefits 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 summarize, flipped learning assists students in overcoming hurdles by engagement with their peers; they may specify their learning objectives, which may help them be more accountable for their learning process.

**1.4. Flipped Classroom Implementation:**

The FC interrupts the frequent pattern of teaching in which teachers teach and students receive; as a result, students will be able to study at their own pace and time. According to Roehling (2018), flipped learning shifts traditional lectures to an online setting where class time is dedicated to engaging activities. To this purpose, FC can be divided into two environments: outside and inside the classroom, which must be seamlessly integrated (Basal, 2015). 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).

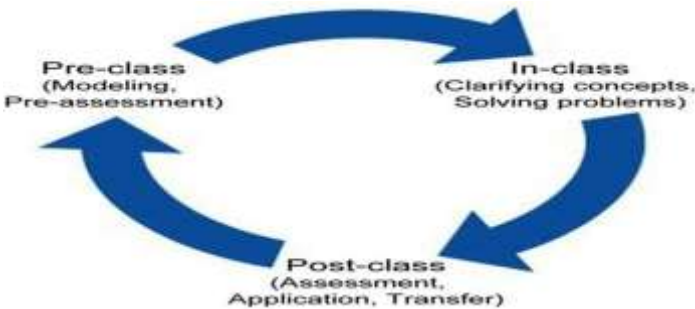


**Figure 1:** The Stages of Flipping a Class, (Estes, Ingram, & Liu, 2014, para. 24)

#### **1.4.1. 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 practice 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 humor, 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).

#### **1.4.2. 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.

#### **1.4.3. 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).

2. Results:

The pupils’ pre-test was assessed and scored using the previously mentioned rubric in which included the grammar and vocabulary criteria wherein they have been formally introduced through the video lectures and practiced 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 and the gained scores are displayed in the following disclosed tables:

2.1. Pretest Results:

| Pre-test   | N  | Mean<br>$\mu$ | Std<br>$\sigma$ |
|------------|----|---------------|-----------------|
| Vocabulary | 30 | 3.96          | 1.74            |

Table 3: Pre-test scores in vocabulary

| Value | Frequency | Frequency % |
|-------|-----------|-------------|
| 2 4   | 13.33     |             |
| 3 5   | 16.67     |             |

|     |       |
|-----|-------|
| 4 6 | 20.00 |
| 5 5 | 16.67 |
| 6 5 | 16.67 |
| 7 2 | 6.67  |

**Table4:** Vocabulary Scores Frequency

As shown in tables of the pre-test vocabulary scores, some pupils (10%) received only one point; they appeared to have no connotation of the vocabulary about the description of appearance, as they did not include specifics but rather scattered words dumped on papers. Some other implied minimal specifics about their description, earning them two points, but 16.67% received three points because they partially stated the majority of the things about their appearance. However, no participant was able to represent himself/herself using good (high level) vocabulary because none of them were able to catch the readers’ interest and expose the identity of the person who wrote it.

| Pre-test | N  | Mean<br>$\mu$ | Std<br>$\sigma$ |
|----------|----|---------------|-----------------|
| Grammar  | 30 | 4.1           | 2.27            |

**Table 5:** Pretest scores in Grammar (simple present use)

| Value | Frequency | Frequency% |
|-------|-----------|------------|
| 15    | 16.67     |            |

|     |       |
|-----|-------|
| 2 5 | 16.67 |
| 3 3 | 10.00 |
| 4 1 | 3.33  |
| 5 9 | 30.00 |
| 6 3 | 10.00 |
| 7 1 | 3.33  |
| 8 2 | 6.67  |
| 9 1 | 3.33  |

**Table 6:** Grammar Scores Frequency

Tables 4 & 5 show that (16.67%) received one point for incorrectly using the present simple tense, resulting in more than four faults. The same percentage (16.67) received two points and made three grammatical faults. Only (3.33%) received a score of four; the pupil employed fairly the present simple and made only two mistakes. 6.67% were having good marks as they employ the present simple in a good way but only one pupil who was exceptional as he scored 9 points meaning he almost had a full mastery over the present simple use.

**2.2. Post-test Results:**

The participants’ post-test was analyzed following the previously mentioned rubric regarding the criteria of both ‘grammar’ and ‘vocabulary’. The data are displayed in the tables as follows:

| post-<br>test  | N      | M<br>ean $\mu$ | S<br>td $\sigma$ | $t$<br>-value | p             | Sig.         |
|----------------|--------|----------------|------------------|---------------|---------------|--------------|
| Voca<br>bulary | 3<br>0 | 7.<br>47       | 1<br>.08         | 1<br>.69      | $p$<br>< .05. | .00<br>0167. |

The results are significant at  $p < .05$ .

**Table 7:** Post-test scores in vocabulary

| Value | Frequency  |
|-------|------------|
| 5     | 2 (6.67%)  |
| 6     | 1 (3.33%)  |
| 7     | 15 (50%)   |
| 8     | 5 (16.67%) |
| 9     | 7 (23.33%) |

**Table 8:** Frequency of Vocabulary Scores

| post-test | N  | Mean $\mu$ | Std $\sigma$ | <i>t</i> -value | p               | Sig.     |
|-----------|----|------------|--------------|-----------------|-----------------|----------|
| Grammar   | 30 | 7.86       | 0.99         | 1.69            | <i>p</i> < .05. | .000167. |

The results are significant at *p* < .05.

**Table 9:** Post-test scores in Grammar

| Value | Frequency   |
|-------|-------------|
| 5     | 1 (3.33%)   |
| 6     | 1 (3.33%)   |
| 7     | 8 (26.67%)  |
| 8     | 11 (36.67%) |
| 9     | 9 (30%)     |

**Table 10 :** Frequency of Grammar Scores

As demonstrated in the tables above, the post-test data reveal that only few pupils received the score of 5. For example, in vocabulary Eight participants (26.67%) earned a score of 7. 36. 67% participants scored 8 and 30% scored 9.

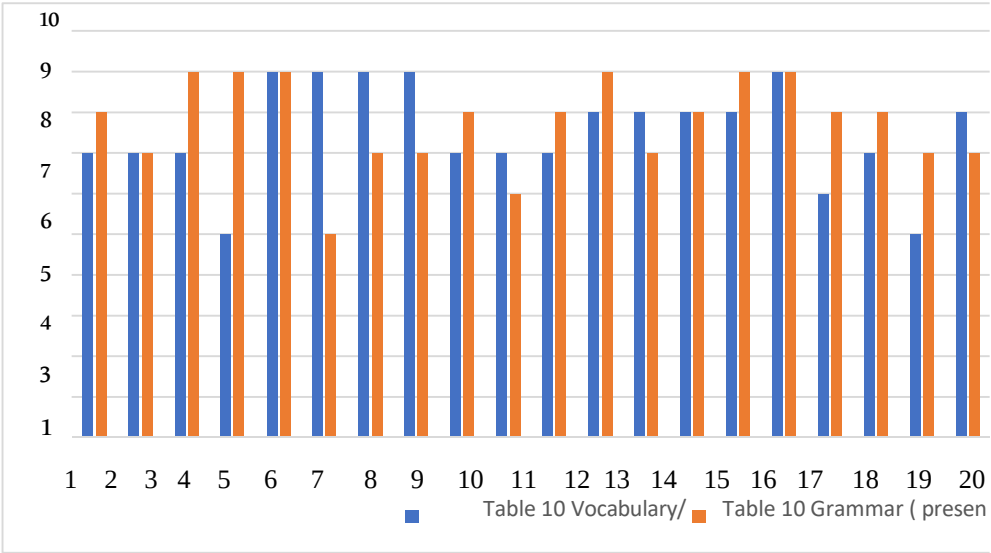


**Figure 2:** Pupils’ Scores in the Post-test

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 high scores 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 ‘vocabulary’ mean reflected a great improvement where twenty-four pupils developed their vocabulary; however, six participants their scores rested the same. The ‘grammar’ mean increased and the majority of pupils; twenty three

out of thirty pupils have shown a significant improvement, only four pupils scored constantly.

### **3. Discussion and Interpretation of the Results:**

Because of its possible adoption in an educational context for both students and teachers, the flipped classroom method (FCM) is recommended as a tool for improving EFL students' written production at Tridi Ali Middle School.

In the same line, our experiment reveals that the FCM allows pupils to practice their writing skills for the first time in a way that makes them feel free, by attending lectures at their own pace and thoroughly exercising the supplied information during class time. Furthermore, the flipped classroom allows for extensive negotiation between teachers and learners regarding the various questions that they may confront when watching video lectures. The study's findings encourage Middle School pupils to embrace FCM as a learning method, which will improve their educational outcomes.

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 learners' response to the use of FCI in instruction throughout the apparent improvement of the mean in pupils' vocabulary, grammar, and total score. Furthermore, the pre-test results revealed that the pupils did not exercise the received input in the classroom; instead, they simply listened to their teachers' explanation without applying it in practical situations. 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.

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.

### **3. Conclusion and 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:

#### **4.1. For the Ministry of Education:**

1. Promote flipped classroom instruction by organizing conferences and training programs for EFL teachers.

2. Use specialized instructional designers to choose appropriate content for in-class activities.
3. Standardize video lectures and distribute them with educators to improve the teaching-learning process.
4. Increase the number of English teaching hours in Middle School to allow students to ask questions about lectures.
5. Increase Middle School funding to provide students with technology devices, such as tablets, to address the lack of access to films at home.
6. Develop distinct internet sites for in-class activities to facilitate collaboration among instructors.
7. Encourage instructors to practice written production in the classroom.
8. Incorporate flipped classroom training into the instructors' guidebook and distribute it among educators.

#### **4.2. For Teachers:**

1. Educate learners about flipped learning before the application to ensure they understand the expectations.
2. Select appropriate in-class exercises to improve pupils' written production.
3. Decorate the classroom with circles and tables to encourage collaboration among learners. Also, the teachers may make it appear as a workshop.

4. Change their function from a sage on stage to a guide on the side, assisting, organizing, and encouraging learners to write with enthusiasm.
5. Ensure a balance between pre-class and in-class exercises to enhance learner comprehension.
6. Use music for in-class activities. Thus, the pupils will enjoy answering the given activities in a valuable environment.
7. Use realia in classroom activities to meet students' needs and provide authenticity. As a result, the delivered video lectures will be more memorable.
8. Encourage students to speak, listen, and read before writing, as writing is a communicative process rather than a solitary activity.
9. Foster a welcoming and calm environment to prevent students from becoming afraid of writing.
10. Create video lectures using phones, PCs, cameras, or simply recording. As a result, when students watch their teacher speak to them in video lectures, they will feel more at ease and will be able to relax.

All in all, writing is a hard skill that proved tough for third-year pupils at Tridi Ali Middle School. Written output was disregarded and taught with specific skills and approaches, making it impossible to achieve and maintain in a standstill situation. The study's findings revealed that the FC improved the learners' written productivity level. As a result, the flipped classroom cleared the path for learners at Tridi Ali Middle School to improve their writing productivity in an enjoyable fashion.

## 1-Bibliography List:

Abdullah, M.Y. (2019). Implementation of flipped classroom Model and its effectiveness on English speaking performance. *International Journal of Emerging Technologies in learning*, 14(9), 130-147.

Adwasakinah. (n.d.). Simple present tense. Retrieved (January, 12) from <https://www.Youtube.com/watch?v=UZMDp89VjEM>.

Basal, A. (2015). The implementation of a flipped classroom in foreign language teaching. *Turkish Online Journal of Distance Education*, 16(4), 28-37. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1092800.pdf>.

Benkert, F. Z. (2018). Investigating the potential of flipped classroom in fostering content understanding, promoting engagement, and facilitating differentiated instruction (Master's thesis, Abdelhamid Ibn Badis University-Mostaganem). Retrieved from <http://e-biblio.univ-mosta.dz/handle/123456789/9106>.

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Eugene, Oregon: International Society for Technology in Education.

Bilgeceingilizce. (2017, May 15). Physical appearance. Retrieved (January, 16) from <https://www.youtube.com/watch?v=sip0nbImXJ8>.

Busy Teachers. (2007). Personal profile: Simple present worksheet. Retrieved from <https://busyteacher.org/10844-simple-present-personal-profile.html>.

Cavage, C. (2014, April 6). Flipping: Intentional content. Retrieved from <https://longmanhomeusa.com//flipping-intentional-content/>

Easy English. (2018, August 1). Describing people's appearance and personality conversation. Retrieved from <https://www.youtube.com/watch?v=dgqFsUAuP24>.

English Exercises. (n.d.). Who is it? Retrieved from <https://www.englishexercises.org/makeagame/viewgame.asp?id=736>.

English Language Teaching Resources. (2011). Describing people ESL picture dictionary for kids. Retrieved from <https://www.englishworksheets.com/describing-people-2.html>.

Estes, M., Ingram, R., & Lui, J. C. (2014, July 29). A Review of Flipped Classroom Research, Practice, and Technologies. Retrieved from <https://www.hetl.org/a-review-of-flipped-classroom-research-practice-and-technologies/>

Flipped Learning Network (FLN). (2014). The four pillars of F-L-I-P TM. Retrieved from [https://flippedlearning.org/wp-content/uploads/2016/07/FLIP\\_handsout\\_FNLWeb.pdf](https://flippedlearning.org/wp-content/uploads/2016/07/FLIP_handsout_FNLWeb.pdf).

Furey, Edward "Descriptive Statistics Calculator" at <https://www.calculatorsoup.com/calculators/statistics/descriptivestatistics.php> from CalculatorSoup, <https://www.calculatorsoup.com> - Online Calculators

Jacobs, H. L., Zinkgraf, S.A., Wormouth, D.R., Hartfiel, V. F., & Hughey, J. B. (1981). Testing ESL composition: A practical approach. Rowley, MA: Newbury House.

Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. M. (2013). The flipped learning model: A white paper based on the literature review titled a review of flipped learning. George Mason University: Pearson.

Harris, B. F., Harris, J., Reed, L., & Zelihic, M. (2016). Flipped classroom: Another tool for your pedagogy tool box. *Developments in Business Simulation*.

Kavanagh, L., Reidsema, C., McCredden, J., & Smith, N. (2017). Design considerations. In C. Reidsema, L. Kavanagh, R. Hadgraft, & N. Smith (Eds.), *The flipped classroom: Practice and practices in higher education* (pp.15-35). Singapore: Springer.

King, A. (1993). From sage on the stage to a guide on the side. *College Teaching*, 41(1), 30-35.

Rivera, V.M. (2016). Flipped Classrooms: Advantages and disadvantages from the perspective of a practicing art teacher (Master's thesis, University of New York). Retrieved from <file:///C:/Users/Netinfo-TALI/Desktop/thesis20related%20to%20FC/advantages%20dis%20adv.pdf>.

Sakulprasertsri, K. (2017). Flipped learning approach: Engaging 21st century learners in English classrooms. *Learn Journal: Language Education and Acquisition Research Network Journal*, 10(2), 132-143.

Siegle, D. (2014). Technology: Differentiating Instruction by flipping the classroom. *Gifted Child Today*, 37(1), 51-55.

Tétreault, P. L. (2013). The flipped classroom: Cultivating student engagement (Master's thesis, University of Victoria). Retrieved from file:///C:/Users/Netinfo-TALI/Desktop/Nouveau%20dossier%20(3)/thesis%20relative d 20t o% 20 FC /Tetrea ult \_Patricia\_MEd\_2013.pdf.

Tucker, B. (2012). The flipped classroom: Online instruction at home frees class time for learning. Retrieved from file:///C:/Users/Netinfo-TALI/Desktop/Nouveau%20dossier%20(3)/articles/ednext\_20121\_BTucker.pdf.