The effects of implementing the flipped class model on non-English majored students' writing performance

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ABSTRACT

Education is continuously evolving and adapting to meet the diverse learning needs of students. A significant innovation in this field is the flipped class model, a pedagogical approach that redefines the traditional classroom structure. This creative approach seeks to enhance student-centred learning by combining in-class discussion with pre-class video instruction. This paper aims to investigate its effects on undergraduate students' writing performance. In this study, the flipped model was implemented to teach writing lessons, aligning sessions with Bloom's Taxonomy. A quasi-experimental design was employed with two groups of eighty non-English major students at a university in the Mekong Delta, South Viet Nam. The experimental group was exposed to the flipped model, while the control group received conventional writing instruction. The treatment consisted of six 50-minute writing sessions. Results show that students in the experimental group achieved higher mean scores compared to their counterparts in the control group. This finding highlights the effects of the flipped classroom technique in enhancing writing proficiency. Pedagogical implications are suggested for teaching writing to learners who study English as a foreign language.

1. INTRODUCTION

Technological advances have led to significant changes in teaching paradigms in recent years, with blended learning becoming an emerging trend due to its practical benefits. According to Shih (2011), blended learning that integrates online and in-person instruction can create an effective teaching and learning experience for faculty and students. One of the prominent methods of associative learning is the inversion model, also known as the flipped classroom or the flipped model. The main goal of flipping the classroom is to increase the face-to-face time between teachers and students for discussing topics, answering questions, and doing homework

exercises. With this model, students can access learning material and complete specific activities a few days before class through a particular platform to have more time to practice and receive teacher feedback. The flipped model brings many educational values, such as enhanced classroom preparation, interaction, and learning outcomes (Hung, 2015). However, the flipped classroom has benefits and disadvantages, depending on the instructor's teaching style and educational priorities. Thus, educators suggested various learning models to overcome this drawback. One is the combination of Bloom's taxonomy and the flipped classroom. When applying Bloom's taxonomy to a flipped course, it could be expected to increase self-

regulated learning of students as passive learning (remembering and understanding) is provided through video lectures, and students can acquire the knowledge by watching the videos at their own pace, as many times they need or want. In contrast, a flipped classroom enhances active learning stages of Bloom's taxonomy (applying, evaluating, reorganizing) as students are required to participate in higher-order thinking tasks such as analysis, synthesis, evaluation, and reflection through various activities done in the classroom (Tabrizi & Rideout, 2017).
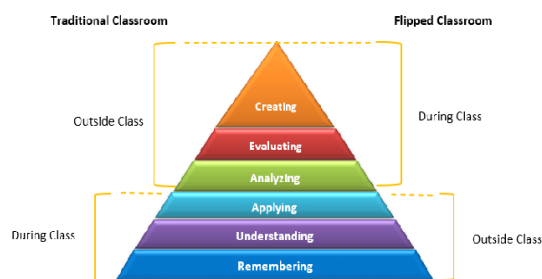

Figure 1. Bloom's revised taxonomy in the flipped classroom

So far, research has showed that incorporating Bloom's taxonomy into the flipped classroom could help increase students' engagement and satisfaction (Alsowat, 2016) or Bloom's taxonomy could be the breakthrough point that improves flipped classrooms (Lin, 2021). Accordingly, Bloom's taxonomy must be linked to the flipped classroom to maximize the effectiveness of face-to-face interactions for higher-order thinking skills because teachers can help students analyze, evaluate, and create knowledge when they spend their valuable class time with students in the activities (Bergmann & Sams, 2014b).

In the context of teaching writing, where critical thinking and skill development are paramount, the revised Bloom's Taxonomy provides a valuable framework for structuring and assessing the cognitive aspects of learning. Particularly when integrated into a flipped classroom approach, teachers can leverage Bloom's cognitive levels to create a more dynamic and student-centered learning experience (Pink, 2009). Applying Bloom's Revised Taxonomy in a flipped classroom model for teaching writing at the tertiary level can be a powerful instructional strategy because this approach aligns with teaching writing skills and fostering critical thinking, creativity, and higher-order cognitive skills (Priyaadharshini & Vinayaga, 2018; Rodriguez et al., 2019). However, a paucity

of research addressed the use of that combined model to develop students' writing skills. In the field of teaching English as a foreign language (EFL), when integrating Bloom's taxonomy by the flipped classroom in teaching writing skills, researchers mainly focused on examining students' regular self-reflection, teachers' observations (Güvenç, 2018) or exploring the effects of the flipped classroom on English majored student achievement (Atlas, 2020). Thus, capitalizing on the literature review, a flipped model in which Bloom's taxonomy is integrated with the flipped classroom is significant for investigating its effect on EFL students' writing performance.

2. CONCEPTUAL FRAMEWORK

2.1. The flipped model in the current study

The current study adapts the flipped classroom approach in conjunction with Bloom's taxonomy, designed by Lin (2021), to investigate the effects of the flipped model on EFL student's writing performance. In this paper, the flipped class model is a blended learning format in which students learn the writing lessons on a course on the Learning Management System (LMS) before class by watching videos, reading supplementary materials, and doing more writing practice work in class. Specifically, the students first independently access and engage with foundational writing content and materials, including grammar rules, vocabulary, and structures in writing emails, letters, and rubrics to evaluate their works, typically delivered through online resources on the LMS. During this pre-class phase, they are encouraged to achieve the lower levels of Bloom's Taxonomy. Then, in the subsequent in-class sessions, they apply, analyze, evaluate, and create written works with the instructor's and peers' guidance. This active learning approach allows for developing higher-order cognitive skills, fostering a more profound understanding and mastery of writing concepts (Anderson et al., 2001).

2.2. Flipped classroom and students' writing performance

The literature on the flipped classroom in blended learning courses has grown significantly in EFL learning. Thus, numerous studies have assessed how the flipped classroom affects students' writing at the tertiary level and in educational contexts in English language institutes. Many studies in the literature have been conducted to evaluate the effect of flipped

classrooms on students' writing in English language institutes.

Sohrabi and Mohammadi (2019) conducted an experimental study with 39 advanced Iranian learners assigned to two groups, including the flipped and traditional classrooms. The empirical study investigated the impact of the flipped model on their writing performance. It found that students who received the flipped method outperformed the control group who received traditional instruction. Likewise, Ahmed's (2016) research aimed to investigate the effect of a flipping classroom on writing skills in English as a foreign language and students' attitudes towards flipping classrooms. Findings showed that the experimental group fared better on the post-test for EFL writing than the control group. In another study, Ekmekci (2017), in a Turkish EFL context, showed that participants in the flipped classroom outperformed their counterparts in the conventional classroom. Altas and Enisan (2020) conducted a quasi-experimental study to examine the effect of flipped classrooms on the achievement of pre-service English teachers in Advanced Writing. The advanced writing pre- and post-test findings showed that using the flipped classroom technique improved students' writing performance. In 2021, Daulay et al. explored the effect of flipped classroom instruction on tertiary English learners' achievement in writing. The outcome demonstrated that the experimental group's score mean was significantly higher than the control group's. Additionally, it was found that most of the students presented a positive attitude towards the flipped writing model.

In Viet Nam, the flipped model also attracted many educators and researchers in EFL education. In 2022, Do studied two converted classrooms in a 10-week writing course. Full flipped, flipped, and traditional instruction were applied in two classrooms to investigate whether there were significant changes in teachers' perceptions of staff and students and student learning outcomes. The research has yielded promising results in improving learning outcomes, and students' attitudes towards the subject are also more positive.

Nguyen et al. (2019) conducted a study to investigate the effects of flipped classroom model on improving students' writing achievements and examine their attitudes towards this approach. The participants were 40 English-major freshmen at the Banking University, Viet Nam. The researcher used quantitative and qualitative methods, collecting students' writings in flipped and traditional classrooms for nine weeks to compare the differences in essay writing ability in students' essays in two classes. The results showed that the flipped classroom model was helpful since it not only helped students score better on the final exam but also created favorable views about the learning process. Lastly, recommendations on how the model could be enhanced and used more effectively are additionally highlighted to achieve favorable learning effects when writing academic essays. Thinh (2021) applied the flipped classroom model in an academic English course and examined the impact of this model on student perceptions, assignment quality, and instructor feedback. The study included 21 second-year students participating in an academic English course at a public university in Hanoi, Viet Nam, that integrated reading and writing modules. Combining quantitative data from the survey, qualitative data from the questionnaire, faculty reflections, and student work analysis, the study results give a positive perception of this model.

In summary, the studies mentioned above suggest promising results of the effects of the flipped model in teaching writing to EFL students. However, to extend the literature to a fuller understanding, this study examined its effect on the writing skills of non-English majored students at a local university. The following research question is addressed:

To what extent does the flipped classroom model affect the writing performance of non-English major students at a local university?

3. METHOD

3.1. Participants

The target population included 80 non-English-major students at Kien Giang University. Students participating in the study were selected based on the convenience sampling method because the main researcher was assigned to teach two English 3 groups. The participants in these two classes were from different majors, such as Accounting, Tourism, Food and Technology, Law, Business Administration, Construction Engineering Technology, and so on. These students have completed English modules 1 and 2, thus an A2 level in the Common European Framework of Reference for Languages (CEFR) is typically required of them in terms of English proficiency. The two research groups were divided into two intact classes, with 40 participants in the

experimental group and 40 students in the control group. The control group continues to study using the traditional approach, while the experimental group attends classes that are flipped. The experimental group is a flipped classroom, while the control group still studies using the conventional method.

3.2. Research design

A quasi-experimental design was used in this study. Two complete student groups were selected to take part in the study under two different learning environments: standard classroom instruction delivered in person and a flipped classroom using the LMS Schoology.

In the experimental group, flipped classroom education was implemented using this design. The effects of this intervention were then assessed by contrasting the pre- and post-test results for both groups' pupils' writing proficiency. The students were chosen based on their comparable performance on the pre-test at the start of the English 3 course, in order to prevent the biased selection brought on by significant differences between the two groups. With 40 students in each group, the class sizes are equal. At the beginning of the study, the students in both the control and experimental groups were administered the writing pre-test.

Within six weeks, the flipped model instruction was implemented in the treatment group, whereas the students in the control group were traditionally taught identical lessons. Throughout the course, both groups were required to explore a variety of writing techniques, such as sentence transformation, writing emails, letters, short notes, or retelling a story.

At the beginning of the course, the students in both the control and experimental groups were introduced to the scheme of the English 3 course and students from the experimental group joined in the flipped classroom on the LMS system.

3.3. Flipped classroom on the learning management system Schoology

Schoology is an application and website that allows students and teachers to share files, resources, and information. Students can view their assignments, grades, course materials, attendance records, and instructor comments on electronically submitted works in Schoology. Access to this information improved student-teacher communication and reminded students of their academic obligations. Teachers can create discussion questions, lessons, and collaborative groups using the LMS Schoology

to foster dynamic interactions between themselves and their students. For instance, after completing a writing task, students can comment and ask questions about their peers' work. They can comment on any writing their pals have done. Instructors can monitor conversations and provide constructive criticism of students' work. In this study, the lecturer posted videos relating to the lessons in a folder. Students were granted access to the course, where they viewed the video and subsequently shared their responses on the discussion board. Other students read their friends' writing and posted comments on the online discussion board.

3.4. Data collection instrument

To gather the necessary data for the study, pre- and post-tests of writing were conducted to examine the impact of the flipped model on students' writing achievement. Each test consists of three writing sections following the Cambridge Preliminary English Test (PET) format. The 60-minute test was chosen from the book Cambridge Preliminary English Test for schools, level 1, and students had to finish the test in 60 minutes. There are three parts to the test. The tests consisted of 3 parts as follows.

Part 1: Sentence transformations.

There are five theme-related components in this section, along with an integrated example. After being provided sentences, students are required to finish similar sentences with a different structure pattern while maintaining the same content. They should limit their word count to three.

Part 2: Short communicative message.

Students are asked to compose a brief message on a postcard, note, email, etc. The prompt is in the form of a response rubric. This is a brief note, between 35 and 45 words, that focuses on conveying a certain message.

Part 3: A longer piece of continuous writing.

There are two options available: a narrative or an informal letter. The main criterion used to evaluate candidates is their proficiency with a variety of Threshold-level languages. Additionally assessed are spelling, punctuation, and coherent arrangement. This is a longer (one hundred word) piece of writing. This part requires the candidate to write a longer, more developed piece, typically in an informal style, or students can choose to tell a story. In this section, candidates are given the beginning of an account and are asked to continue it. An example of the test is shown below.

Figure 1. An example of the writing test

3.5. Materials

Compact Preliminary for Schools is a focused exam preparation book for the B1 level, also known as the Preliminary English Test (PET). It was chosen as the textbook for non-English significant students at Kien Giang University.

The B1 level for adults is a prerequisite that students must meet in order to graduate from university. To optimize students' performance, the Student's Book includes eight topic-based courses with concentrated exam preparation. Units are broken down according to the exam's order, with sections dedicated to speaking, listening, writing, and reading. For a period of six weeks, students in the experimental group in the study experienced a flipped classroom in an online course on the LMS Schoology within six weeks. Students in the control group, on the other hand, continued to receive the same lessons through traditional instruction.

3.6. Procedure

The study was conducted during the second half of the school year in 2022-2023 within six weeks at Kien Giang University. The participants included two groups, namely Experimental Group (EG) and Control Group (CG group). The students from the EG received the instructions for the flipped model, and the CG was taught in the conventional class. Before the treatment, students from the two groups had to complete the writing pre-test. After six weeks, the post-test of the same format was administered to understand the impact of the flipped model on students' achievement in the writing course. To make it, the researcher describes the study procedure in six steps.

Step 1: The teacher uploaded electronic lectures (videos) and slides to the LMS system, including lectures, textbooks, and the reference system. If the address is long, it can be divided. There are many modules to record videos (usually, each lecture video is a maximum of 10 minutes).

Step 2: The teacher uploaded lessons related to grammar points and writing methods of each type of exercise to the LMS system for students to work individually and in groups. Students answered the questions accompanying the lesson and found out the rules and regulations for writing specific writing (understanding and remembering).

Step 3: The students were asked to do the exercises and write letters or emails according to the lecture instructions on the clip (analyzing).

Step 4: The teacher monitored student participation, and students received feedback on forums (evaluating).

Step 5: During the offline class session, according to the schedule, the teacher summarized the main grammar points related to the writing task, and answered students' questions. Students were given opportunities to read their writing and detect errors. In their writing, finding good sentences and advanced discussions help students improve their writing ability to higher levels in Bloom's system (evaluating)

Step 6: Teachers let students discuss and find their favorite writing topics, improving students' creative skills, and applying writing abilities to create more realistic and creative situations (creating).
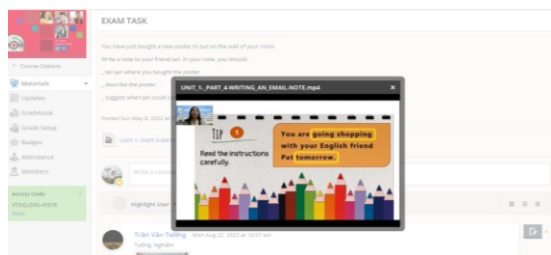

Figure 2. An illustration of the flipped classroom on the LMS

3.7. Data analysis

First, the Kappa measure on SPSS was used to verify the validity of the writing pre- and post-test scores of the students. The degree of agreement between the two scorers of the writing tests and whether the data from those tests were reliable for additional statistical testing were both revealed to the researcher by the results of the Kappa statistic measure. To verify the homogeneity of the two groups, independent sample T-tests were next performed on the writing pre-test results for the EG and CG students. Then, in order to determine whether there was a statistically significant difference between the writing achievement of TG and CG students following the implementation of the flipped model on Schoology, another independent sample T-test was used on the post-test scores of the writing assignments for both groups of students.

4. RESULTS

4.1. Inter-rater reliability

For the experimental and control groups, inter-rater reliability assessments utilizing the Kappa statistic were conducted to ascertain consistency between the two scorers in the writing pre- and post-tests. According to Table 1, there was a significant level of agreement between the TG and CG students' writing pre-test scores, with an inter-rater reliability of 0.86, p =.02. This is consistent with the argument made by Landis and Kochs (1977) that most statisticians view a Kappa value of 0.86 or higher.

Table 1. Inter-rater reliability of TG and CG students' scores rated by two scorers in writing pre-test

Symmetric Measures		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.08	.04	2.32	.02
N of Valid Cases		80			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Similarly, the inter-rater reliability of TG and CG students' scores in writing post-test shown in Table 2 had a Kappa value of 0.9 which is considered a significant agreement level. Hence, the scores of EG and CG in these two tests were considered reliable for further analysis.

Table 2. Inter-rater reliability of TG and CG students' scores rated by two scorers in writing pre-test

Symmetric Measures		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.09	.04	2.40	.01
N of Valid Cases		79			

a. Not assuming the null hypothesis
b. Using the asymptotic standard error assuming the null hypothesis

4.2. The effects of the flipped model on non-English majored students' writing performance

To investigate how implementing the flipped model influenced the achievement of non-English majors at Kien Giang University, the pre-test and post-test scores obtained from the experimental and control groups were compared. First, the study examines the statistically significant differences between TG's and CG's writing pre-test scores before the treatment.

Table 3. shows M = 5. 18 and M = 5. 22; SD = 1. 17 and SD = 0. 70 for EG and CG students' writing pre-test scores, respectively.

Table 3. Mean difference of the two groups' scores in the writing pre-test

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	EXPERIMENTAL GROUP	40	**5. 18**	1. 17	. 18
	CONTROL GROUP	40	**5. 22**	. 70	. 12

Table 4. Comparison of TG and CG students' writing pre-test scores

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	.042	.83	**-.12**	78	**.90**	-.07	.62	-1.30	1.15
	Equal variances not assumed			-.12	77.99	.90	-.07	.62	-1.30	1.15

As presented in Table 4, the independent sample t-test yielded t = -.12, p = .90 (>.05), illustrating that TG and CG students' writing scores did not differ before the intervention.

In addressing the research question about the effects of the flipped model and the students' writing achievement, the Independent Samples Test was employed to compare the writing performance between flipped and traditional classrooms.

Table 5. Mean difference of two groups' scores in the writing post-test

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
Post-test	EXPERIMENTAL GROUP	40	**6. 75**	1.21	.19
	CONTROL GROUP	40	**6. 05**	.72	.11

As for Table 5, the results of the independent sample T-test on EG and CG's writing post-test scores

present M = 6.75 and M = 6. 05 and SD = 1. 21 and SD = 0. 72 for EG and CG, respectively.

Table 6. Comparison of TG and CG students' writing Pre-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	6.00	.017	**3.86**	77	**.00**	.73	.19	.35	1.11
	Equal variances not assumed			3.88	69.27	.00	.73	.1	.35	1.11

Furthermore, the independent sample t-test in Table 6 yielded t = 3.86, p = .00, suggesting a statistically significant difference between TG and CG's writing post-test scores after the treatment. In other words,

in the final writing test of the course, TG students who learned with the flipped model outperformed CG students who studied in the traditional classroom environment. In other words, in the final

writing test of the course, TG students who learned with the flipped model outperformed CG students who learned in the traditional classroom environment. Therefore, it can be stated that the flipped model positively impacts the writing achievement of the experimental group.

5. DISCUSSION

This study aimed to investigate the impact of the flipped model on non-English majors' writing ability. To reach the objectives of the present study, the quantitative data of the study was gathered by writing pre-post-tests. A comparative analysis was made, and the between-group statistics were displayed to discover whether there was a difference between the writing achievement scores of the groups due to the different teaching methods, namely traditional and flipped models. The findings revealed a statistically significant difference in writing performance between the experimental and the control groups. Therefore, it could be suggested that flipped classrooms positively impacted the writing achievement of the experimental group. In other words, the learners in the flipped classroom outperformed their counterparts who studied in the traditional environment. The findings are in line with the previous studies considering the effects of flipped writing classrooms on EFL learners' writing achievement (Ekmekci, 2017; Sohrabi & Mohammadi, 2019; Altas & Enisan, 2020; Daulay, 2021; Nguyen, 2021; Thinh, 2021; Do, 2022). Together with these studies, it is concluded that the flipped class model enhances the EFL students' writing capacity. The improvement in the participants' writing achievement might be attributed to the flipped model enabling individualized learning. To put it differently, as the learners could acquire the knowledge by watching the videos whenever and wherever they wanted and as many times as needed by their self-pacing, the flipped model positively impacted their writing performances. (Altas, et al. 2020).

Moreover, the result could be that applying Bloom's revised taxonomy in designing activities for a flipped course would improve student learning outcomes and allow for more individualized instruction and student-paced lectures (Srivastava, 2014).) Passive learning, or remembering and comprehending, is addressed through students studying the core course material. When students watch lectures on video prior to class, they are more equipped to participate and apply what they have learned in more advanced discussions with their classmates and their lecturer, which additionally allows them to have assistance from their peers and the instructor (Brame, 2013). In this regard, learners are anticipated to be capable of controlling their learning, being self-reliant, and participating actively in class.

6. CONCLUSION

To sum up, this study can help close a gap in the research on the use of flipped classrooms in foreign language instruction. Evidence from this study suggests that teaching writing through a flipped class model can be an effective means of instruction to enhance students' performance in EFL classrooms. Besides, implementing the flipped model in teaching writing, guided by Bloom's revised taxonomy, has proven to be a transformative and practical approach (Güvenç, 2018). By engaging in collaborative discussions, peer review sessions, and hands-on writing exercises during class, students can apply their knowledge, analyze writing structures, synthesize information, and critically evaluate their own and their friends' writing pieces. Consequently, students could be motivated to excel in their writing ability and control their learning process.

From the results, teachers should be well-prepared before implementing the flipped classroom paradigm when applying the flipped class model. They must first comprehend flipped classrooms, their use, the issues that arise, and how to deal with them. Additionally, as it is put into practice, educators must continually review and modify the processes, steps taken, and the tasks completed. Regarding school administrators, it is advised that school stakeholders prepare their facilities in advance so that their teaching staff can execute the flipped classroom approach. Excellent internet access and computers are the facilities that need to be ready.

Given the limitation in generalizability due to the small sample size and writing pre-post-test, future research is needed to use larger sample sizes, questionnaires, and classroom observations to get further understanding of the effectiveness of the flipped model as well as the LMS platform for developing of EFL learning capacity of students.

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