

**NEAR EAST UNIVERSITY**  
**GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**  
**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**STUDENTS' LEVEL OF ACHIEVEMENT IN A FLIPPED WRITING COURSE**  
**AND THEIR PERCEPTIONS**

**MASTER THESIS**

**FATIMAH SAADI ALI**

**NICOSIA**

**June 2019**

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**Supervisor: Assoc. Prof. Dr. Çise Çavuşoğlu**

**NICOSIA**

**June 2019**

## Approval of the Graduate School of Educational Sciences

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I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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This is to certify that we have read this thesis submitted by **FATIMAH SAADI ALI** titled “**STUDENTS’ LEVEL OF ACHIEVEMENT IN A FLIPPED WRITING COURSE AND THEIR PERCEPTIONS**” and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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## **DECLARATION**

I hereby declare that all information in this document has been obtained and presented in accordance with the academic rules and ethical guidelines of the Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

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My gratitude and thank first is to God, who generously gave me a chance and power. When I felt loneliness and disappointment, you who never let me alone. When the feeling vanishes like feeling, everything and surrounding were soaring on my head callously. You were always so close to my heart. Thank you for your blessing and replying my prayers through reciting your great and effective verse “O Lord, Increase my Knowledge”. Thank you, ALMIGHTY.

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**ABSTRACT****STUDENTS' LEVEL OF ACHIEVEMENT IN A FLIPPED WRITING COURSE  
AND THEIR PERCEPTIONS****Fatimah Saadi Ali****MA, English Language Teaching****Supervisor: Assoc. Prof. Dr. Çise Çavuşoğlu****June, 2019, 111 pages**

The flipped classroom model (FCM) is a teaching model where the places of lectures and homework tasks are reversed. In other words, learning happens at home and homework takes the form of feedback given or tasks done at school. The current study investigated the impact of FCM on the students' level of achievement in a writing course at university level, which was designed according to the FCM principles. It also aimed to understand students' perceptions of the FCM as a new model of learning. A mixed methods approach was implemented through a quasi-experimental study design. 40 students from the experimental writing course took part in the study. The data were collected through a pre-post writing test to measure the level of improvement in students' writing skills and the results were compared using paired t-test analysis. In addition, qualitative data were collected through in-class observations and focus group interviews with 6 of the participating students. These were thematically analyzed. The results revealed that the participants' marks in the post-test were significantly higher than those in the pre-test. The participants' perceptions of their experience with FCM were also generally positive. They claimed that despite having difficulties with specific aspects of the model, they felt that they have improved not only their writing skills but also their listening skills. They specifically identified the model as a time-saving learning experience. Based on these results, some crucial points emerged like developing qualities for videos, essay evaluation criteria, and implementing the same model for listening course as suggestions for further studies.

**Keywords:** English as a foreign language, flipped classroom model, students' perceptions, writing skill, achievement, mixed method

## ÖZET

### ÖĞRENCİLERİN TERS YÜZ EDİLMİŞ YAZMA DERSİNDEKİ BAŞARISI SEVİYESİ VE ALGILARI

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Ters Yüz Edilmiş Sınıf Modeli (TYESM), derslerin ve ev ödevlerinin yer değiştirdiği bir öğrenme modelidir. Başka bir deyişle, öğrenme evde gerçekleşir ve ev ödevi okulda verilen geri bildirimler veya verilen ödevler şeklindedir. Bu çalışma, üniversite seviyesinde TYESM prensiplerine göre tasarlanmış bir yazma dersinde öğrencilerin başarı düzeyine etkisini araştırmayı hedeflemiştir. Ayrıca öğrencilerin yeni bir öğrenme modeli olarak TYESM ile ilgili algılarını da anlamayı amaçlamıştır. Karma yöntem yaklaşımı kullanılarak yarı deneysel bir çalışma tasarlanmıştır. Araştırmaya yazma dersini alan 40 öğrenci katılmıştır. Veriler, öğrencilerin yazma becerilerindeki farkları izleyebilmek amacı ile ön test – son test yoluyla toplanmış ve sonuçlar eşleştirilmiş t-testi analizi kullanılarak karşılaştırılmıştır. Ayrıca, sınıf içi gözlemlerle nitel veriler toplanmış ve katılımcı öğrencilerin altısı ile grup görüşmeleri yapılmıştır. Nitel veriler tematik olarak analiz edilmiştir. Sonuçlar, katılımcıların son testteki notlarının ön testtekinden anlamlı derecede yüksek olduğunu ortaya koymuştur. Katılımcıların TYESM ile ilgili deneyimlerine ilişkin algıları da genel olarak olumlu bulunmuştur. Katılımcılar modelin belirli yönleriyle ilgili zorluklar yaşamalarına rağmen, sadece yazma becerilerini değil, dinleme becerilerini de geliştirdiklerini hissettiklerini anlatmışlardır. Modeli özellikle zaman kazandıran bir öğrenme deneyimi olarak tanımlamışlardır. Bu sonuçlara dayanarak, videolar için nitelikler geliştirme, deneme değerlendirme kriterleri, ve dinleme dersi için aynı modeli ileri çalışmalarda öneriler olarak uygulaması için önemli noktalar ortaya çıkmıştır.

**Anahtar Kelimeler:** Yabancı dil olarak İngilizce, ters yüz sınıf modeli, öğrenci algıları, yazma becerisi, başarı, karma yöntem

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## **LIST OF ABBREVIATIONS**

**CEFR** Common European Framework of Reference for Languages

**EFL** English Foreign Language

**EFL** English Foreign language learner

**ELT** English Language Teaching

**FCM** Flipped Classroom Model

**FCP** Flipped Classroom Project

**NEU** Near East University

**NL** Native Language

**SL** Second Language

**SPSS** Statistical Package for the Social Sciences

**TM** Traditional Model

## **CHAPTER I**

### **INTRODUCTION**

The research is aimed investigating on the students' perspective and their level of achievement in a flipped classroom model as a new model for a writing course offered to learners of English as a foreign language. In this first chapter, the introduction to the current study is illustrated in detail. Firstly, the background of the study demonstrates the case for the present study and explains the need for the study. Second, problems that I faced as a student, as a foreign language teacher and as a researcher are explained in the statement of the problem of the study. This section is followed by the presentation of research questions and finally, the significance of the study and its contribution to the field is discussed.

#### **Background of the Study**

In the 21<sup>st</sup> century, advances in the Internet and applications have become more prominent in many parts of our lives. Education was one of these fields, which was affected by these advancements, and it benefitted greatly. These innovations made learning and teaching faster, easier, and more effective (Mehring, 2016). Technology with its distinctive features provides a unique opportunity and educational atmosphere for today's learners and teachers (Al-Furaydi, 2013; Basal, 2015). It is expected that English as a foreign language (EFL) instructors follow technological developments and transport them into their course classes. Those innovations of technology were an enormous opportunity for EFL teachers to use many tools or models in their classes to

improve the quality of the teaching process (Kaminski, 2005). Accordingly, technology has a great role as a boundless application for making learning present and positive especially for EFL classrooms.

Apprehensively, writing is one of the hardest skills in any languages doubly for L2 learners to be master (Richards & Renandya, 2012). The main components of constructing writing for native speakers and non-native speaker are content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization (Abu-Rass, 2001). Similarly, Alsamadani (2010) explained that “writing is a challenging and difficult process as it includes multiple skills such as identification of the thesis statement, writing supporting details, reviewing and editing” (p. 55). Moreover, teachers, program designers, researchers, text writers all effort for making learners write better or to sell materials better (Lee, 2003). Finally, EFL learners struggle to increase their writing skills.

EFL learners face many difficulties while learning writing. EFL writers have to acquire writing skills intentionally, usually because of direct instruction. This means, that EFL learners will probably face some errors in spelling, mechanics, vocabulary, grammar and linguistic background than native English-speaking writers. (Al Fadda, 2012; Lin, 2015). While EFL learners are learning to write a piece of writing, they transfer patterns of native language (NL) into the second language (SL) (Nelson, 1991). Furthermore, primary language, culture, and linguistic background may reflect on the EFL learners’ writing style, expression of ideas, and organization of their essays. Thus, EFL learners need to unlearn purposely their patterns, then be able to compose in

academic writing style (Swales, 1990). To conclude, EFL learners have many difficulties that need to struggle while learning and writing a piece of writing.

Although, there are many kinds of research studies on the traditional model (TM) for teaching writing to EFL learners. Teaching writing through TM has caused many problems. As, Badger and White (2000) explain on the Product Approach that "cognitive skills such as planning a text are of minor roles, and that the learners knowledge and skills are undervalued" (p.157). Similarly, Hyland (2003) mentions that "formal patterns which are presented to the students are based on the subjective judgment of course-writers and are not based on an analysis of authentic texts " (p. 4). Critical thinking on the particular topic is not permitted that they are not able to write what they want and how individually according to the product model (Hyland, 2003). In addition, Badger and White (2000) investigated the process approach where writing is seen as "a decontextualized skill considering isolated writer and not able to express their personal feeling and meaning in the text. Also, they do not provide learners with sufficient linguistic input to help them write effectively" (p. 18). In conclusion, EFL learners have faced many problems in learning writing.

In order to overcome these problems, integrating technology into the EFL classroom has been suggested by many previous researchers. One way of doing so is implementing the flipped classroom model (FCM). Bergman and Sams (2012) described flipped classroom as a setting where, everything that is "traditionally done in class is now done at home, and that which, is traditionally done as homework is now completed in class" (p. 13). The flipped classroom makes classroom learning more practice-based than theory. This model switches teacher-centered classrooms into student-centered



ones, which make learners engage with the lesson and become self-learners than just sitting and being the receiver and teacher as the source of information. Flipped classroom has a potential of making differences in the learning writing that students are more individualized and personalized (Farah, 2014). In the flipped model, students can learn everywhere and every time that this educational transformation allows student to hone critical thinking, solve writing problems, in their classes while they are writing their piece of writing and patterns of writing generally (Ahmed, 2016). According to previous studies, FCM has significance and positive effect on the EFL learners' performance, engagement, and preparation before coming to the class (Al-Harbi & Alshumaimeri, 2016). Thus, it was necessary to implement FCM to see students' perception and level of their achievement in a writing classroom.

### **Statement of the Problem**

As mentioned earlier, EFL learners face many difficulties when they are writing an academic essay. Gomaa (2010) directed that "students' first language affects learning the target language" (p.1). Run on sentence from NT to SL, misapprehension and confusion from NT to SL, English essay structures, the ill-structured sentences in writing are all problems while they are experience with writing (Adas & Bakir, 2013). Researchers try to challenge those issues and finding a best solution to these problems. Those technological developments were a great chance for teachers and educators to challenge their ways of teaching. Utilization online learning platforms provide easier environment for those students who want to write their piece of writing individually in their class. Brooks, Nolan and Gallagher (2001) said "the traditional learning

environment is not able to effectively foster skills on self-regulated learning strategies” (p.108). In the Turkish Cypriot context, they mostly follow the traditional model in their classes and especially writing is taught by using the traditional model (Bensen, 2007). Therefore, this present study suggests implementing a new model of teaching to solve these problems, in this context, which are mentioned earlier.

There was a need to investigate the students’ perceptions and level of achievement in a writing flipped classroom to change the teaching methodologies to the way of increasing level of achievement in writing skills in general and essay structure in particular. Therefore, implementing FCM in writing class is very beneficial to discover, if possible, a procedure for future teaching, and implementing to improve the writing performance of EFL learners. The researchers have found that writing an academic essay needs a great deal to be done adequately (Ahmed, 2016; Bensen, 2014; Farah, 2014). According to Mahmoud (2014) the major factors which affected how students write essays were (a) cognitive knowledge, which was their ability to express their thoughts, organizing ideas, (b) coherence and cohesion, (c) brainstorming in their writing, and (d) linguistic background, which reproduces their mistakes in capitalization, grammar structure, and spelling. FCM may influence learners positively to reflect their learning in their piece of writing, while they are learning how to write an essay. Thus, it could serve as a good model to overcome those factors easily in the learners’ mind and contribute a great background to universities’ learner. It is believed that FCM make self-learner and provide an environment to the learners be far from the traditional learning which is not easy for technologies’ generation to stand with it. It also makes them to have less anxiety, feel confident to start writing and increase their level of writing skills.

## **The Purpose of the Study**

This study aims to understand how using the flipped-classroom model has affected the level of achievement in their writing course through a quasi-experimental study. We are also interested in understanding how participation in the model may have had an impact on their grades in their written essays. The second aim of the study is to collect data on students' perceptions and their levels of achievement in a writing course designed using the flipped classroom model. More specifically, it aims to find out students' perceptions regarding the effectiveness of the model and its appropriateness for learning the skill of writing essays. The second aim of the study to find out the result of the study, the following questions have been used:

1. What is the impact of using the flipped classroom model on the students' level of achievement in a writing course?
  - a. Is there a significant difference in the students' pre-test and post-test results?
  - b. Is there any relationship between student attendance/participation in the model (by watching pre-lesson videos and attending the class sessions) and their post-test results?
  - c. Is there any difference on post-test result based on the amount of videos?
2. What are the students' perceptions towards the flipped classroom model used in their writing course?
  - a) What are the difficulties they face and benefits they see?
  - b) What are their attitudes towards flipped classroom at the end of the class?

## Definition of Terms

**Flipped Learning.** Flipped Learning Network (2014) has defined the flipped classrooms as:

a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (p. 1).

In this study, flipped classrooms are defined as reversing the roles of the teachers and learners to allow learners to come to class with the theoretical knowledge of writing to implement these in their attempts in writing essays in English. The model is supported by pre-class lecture videos and in-class writing activities.

**Essay Writing.** As Johns (2008) explains that because “essay” is utilized as an umbrella term for different kinds of discipline-specific writing, the attributes of structure, register and argumentation importantly across disciplines, is hard to define as a genre. In different contexts, essay writing is used as a kind of assessment type at college. Rao (2007) defined writing in two respects “Writing is useful. First, it encourages students’ thinking, organizing ideas, developing their ability to summarize analysis and criticize. Second, it reinforces learning thinking and reflecting on the English language” (p.100). In this study, it refers to a kind of written product that the students are expected to come up with at the end of a process of drafting different versions in English.

**Achievement in Writing.** Fulcher (2003) states “achievement is defined in terms of the observable behaviors that are of interest in particular learning context” (p. 18). In the current study, achievement in writing is defined by the marks the students receive in a given writing task to produce a coherent and cohesive essay in English.

**Perceptions.** Donahue (1994) defined perception, as “an awareness of a given object depending on insight and intuition gained through a student's senses, experience, and knowledge. Some studies have used the concepts of perception and attitude interchangeably” (p. 8). In this study, perception is used to understand the participants’ perspectives, ideas and comments on the implementing FCM in the writing skills course.

### **Significance of the Study**

This study, which follows two approaches of data collection (qualitative and quantitative) and the design is a quasi-experimental study on the students’ perception and level of achievement in a flipped writing course. The significance of this study is dual. First, flipped learning is being implemented for first time as a pedagogical model at university level in Cyprus. It is important to understand the effects of such a new model on the achievement levels of the students who are learning writing in this way. In addition, learning about the perspectives of the students who experience this model for the first time is important in helping the course designers and lecturers to shape their methodologies based on goals that priorities students’ learning. Second, if the study proves that writing can be improved using this model, then similar studies can be conducted in other contexts of EFL and teaching methodologies can be changed towards more student-centered ones.

### **Limitations of the Study**

The study was limited to English Language Teaching Department of Near East University /North Cyprus. The course content was limited to Writing skills I, as it was described in the course outline. It is also limited to the content of the Edpuzzle platform where the videos were provided by the lecturer. The collect data was from those participants who have taken part in the study. Time of the study was also limited to one semester (Fall Semester-2018-2019), which took 16 weeks teaching for the treatment phase. The writing course was designed on the syllabus that was specifically for freshmen students, focusing on the types of essays mentioned in the course descriptions suggested by the Higher Education Council of Turkey. As a result, the findings are specific to this group of students.

## **CHAPTER II**

### **LITERATURE REVIEW**

Nowadays, most of the teaching methodologies were impacted from technology's revolution. Therefore, these methods are making the class into learner-centered. In recent times, English as a foreign language (EFL) classes have been provoked to become student-centered (Alsowat, 2016; Basal, 2015). Active and learner-centered learning are closely related to the conception of a flipped classroom. The flipped classroom was influenced by the theory of constructivism, combines the inside and the outside of the classroom through exercises. Alsowat (2016) describes the flipped classroom in two ways. On one hand, listening to the audio, watching the video, and reading the related materials are outside the classroom activities. On the other hand, lecturer makes the class sessions to discuss the unclear points, improve thinking, and deliver various student-centered activities.

The current study aimed to investigate effectiveness of Flipped Classroom Model (FCM) on the students' level of achievement in their writing class and their perceptions on the model. This chapter provides two domains. The first one explains writing, which is concerned with the definition for writing and teaching in EFL classrooms. After that, different approaches/ model presents for teaching EFL writing. The second delivers a discussion about the flipped classroom and those related studies that other researchers conducted on FCM previously.

## **Writing and Teaching in EFL**

Oxford Dictionary (2011) defined writing as “the act or art of forming letters and characters on paper or other materials, for the purpose of recording the ideas which characters and words express, or of communicating them to others by visible signs” (p. 1382). Symbols and signs are a set of languages’ representation in a text, which is called writing (Daniels, 1996). Widdowson (1987) sets the definition of writing in a way that writing is making correct sentences and transfers them in visual marks into a paper. Technological developments replaced paper writing. Warschauer (2007) defined writing as “the purposes of writing, the genres of written communication and the nature of the audience and author are all changing rapidly with the diffusion of computer-mediated communication, both for first and second language writers” (p. 107). Similarly, online thesaurus and the Cambridge Advanced Learner’s dictionary (2014) defined writing collaboratively as “to make marks that represent letters, words, or numbers on a surface, such as paper or a computer screen, using a pen, pencil , or keyboard or to use this method to record thoughts, facts, or messages” (p. 1). It concluded that writing skill is an ability to direct your feelings, notions, and idea in written form to the reader and make them comprehend it.

Good writing transfers your knowledge professionally and effortlessly to the reader (Bensen, 2014). There are some strategies which were adapted and called in producing composition (Krashen, 2004). It utilizes from an accurate plan, editing, revising and reading (Krashen, 2003; Harmer, 2004). In the EFL context, the students need to be taught unconsciously which reading and writing differ than listening and speaking (Bensen, 2014). Harmer (2007) also indicated, “the ability to write has to be



consciously learned” (p. 3). Effective teaching of writing requires applying various methods for teaching writing process in EFL classes (Baleghizadeh & Mozaheb, 2011).

Bell (2011) adds, “English may be theoretical for the EFL students who are not living in an English spoken country” (p. 1). EFL writing teachers need to provide opportunities as much as possible for their learners. Students need to have a lot of practice within and outside of classes and they have to see English differ from any other courses (Bell, 2011). Similarly, Roland and Martin (2011) express that instructor should be a facilitator in learning and teaching process. Thus, the role of EFL teacher is different from the ESL context, especially for non-native countries. In addition, motivation should be a part of teachers’ role in teaching EFL writing because writing skills is one of the daunting and hard tasks for its learners (Arslan, 2014).

### **Different Approaches for Teaching Writing in EFL**

There are some approaches to teaching writing in EFL classes. Most of the studies conclude these four approaches; the product approach), the process approach, the genre approach, and the process genre approach ( Badger & White, 2000; Brown, 2001; Deng, 2007; Harmer, 2007; Hyland, 2003; Raimes, 1985; Silva, 1993; Wang, 2003).

**The product approach.** One of the oldest and historical traditional methods for teaching writing is a product approach. There are some other names to the product approach like the text-based approach, the controlled-to-free method, and the guided composition (Raimes, 1983; Silva, 1990). Product approach has defined by Tribble (1997) “Exercises and language use are provided to students and a bottom-up approach

is followed from sentence to paragraph and text level” (p. 84). It has used in EFL classes by many teachers. Effective learning is evaluated based on well- structured and correcting grammar in writing (Brown, 2001). Robertson (2008) said that “teacher-centeredness is often amplified if instructors organize their curriculum by means of a ‘product approach’ where instructors teach to and evaluate from a sample, ‘ideal’, ‘text’” (p. 53).

Teachers’ role in this approach is to give a part of writing as assignment to students, after collecting; they corrected or marked on it, and return it to do more revision and correction to their errors (Raimes, 1983). On one hand, students are to imitate a writing that analyzed or presented previously at their age (Badger & White, 2000). Mainly, Writing severed to strengthen L2 writing in favor of syntactical forms and grammatical in the product approach. Several of activities and exercise exist in this approach that effect to increase students’ consciousness in L2 writing from low to proficiency level like most English such as verbal pattern exercises, combine sentences, and types of paragraph (Tangpermpoon, 2008).

**The process approach.** This approach has appeared after the product approach and advocated against the process approach. Flower (1989) viewed it as a reaction to the product approach, the needs of a normal writing procedure in the first language provided in this approach. Tribble (1996) states that “process approach explains writing activities, which makes learners move from the generation of ideas and data collection by the publication of a completed text” (p. 37). It mainly focuses on drafting, planning, revising, and editing (Harmer, 2007). Nunan (1991) indicates obviously that the approach dealt with making a piece of writing and its procedure also takes into

consideration on the way that there is no text can be highly perfect and it makes the writer be near to a perfection text through delivering, reflection, editing, revising, and progressive drafts of a content. Thus, the product shifts to the different stages like meaning and ideas that the writer is able to create it.

According to O'Brien (2004) describes the process approach that teachers in this approach need to inspire their learners in writing to see writing as an activity in discovering meaning and idea not seeing as grammar exercise. Similar, Hyland (2003) claims that teaching writing in process approach emphasize the writer to be an independent producer and the teacher will provide quite enough time and chance to improve their ability to make a plan, define terms, problems and measure solutions. To conclude, writings' aim in this approach changes from last produce to good at improving idea and meaningful.

**The genre approach.** English for academic purposes approach was another name to the genre process (Silva, 1990). Hammond and Derewianka (2001) mentioned that literacy of education and language were combined to comprehend of genre teaching and genre together in a writing class. Similarly, Badger and White (2000) viewed the approach as an extension of product approach that learners have a chance and study several patterns of writing, such as research work, the academic paper, and letter of business. The genre approach focuses to integrate the information and its communicative aim, successfully these effects on producing learners' written products for communicating to the other with the same discourse community (Candlin, 1999).

Second language writing classrooms have implemented genre approach like any others. Consequently, teaching genre construction help learners to come up with great

real writing from their real life. It grows students' awareness in writing facts like arrangement, form, organization, and genre (Candlin, 1999), also reflects social situation purpose and lets learners acquire writing skills intentionally through imitation and analysis genre (Badger & White, 2000).

**The process genre approach.** Badger and White (2000) have named the process genre approach with the mixture of the genre and process approach. Students could study the connections between form and aim of the genre as in the procedure of drafting, revising, pre-writing, and editing. In these steps, learners also are able to improve their awareness of the various type of writing text (Bensen, 2014). The approach explains that writing development could happen through learners' potential in the genre approach and providing input that students reply in the process approach. Subsequently, Badger (2002) explains the situation offers of a specific genre of writing that enables learners to create piece of a writing in accordance with their own necessities supported by the teachers, sample texts and peers.

Badger and White (2000) illustrated six stages that students go through for obtaining writing in the process genre approach such as preparation, modeling and reinforcing, planning, independent constructing, and revising. Yang (2005) recommends three procedures for the teachers in this approach. Firstly, the teacher should role as an assistant and guide students. Secondly, participant will success more in writing if the teachers determine the prewriting activity and outline strategies for drafting and revisiting. Thirdly, integrating other three skills like reading, listening, and speaking in the writing classrooms, and those skills overall that expand the language competence (Goodman, 1986). Information on the material is delivered through activities,

prewriting, speaking, and listening happens while they are giving the lectures and receiving feedback in the approach.

### **Flipped Learning as an Approach for Teaching Writing**

**History of flipped classroom.** In previous, books and teachers' note were used as sources for learning through direct methods, but technology's application for learners in this century provided the content before class time as Prensky (2001) call "Digital Natives" (p.1). The flipped classroom was substituted traditional teaching methodology. Flipped classroom or learning 'notion was not a new concept (Baker, 2000). Baker (2011) presented in a conference and mentioned flipped classrooms' notion as "The Classroom Flip" (p. 95). Similarly, Lage, Platt, and Treglia (2000) viewed that watching the lecture through the video and discussing on the unclear points with groups in the class were all held in the inverted classroom as they referred it as "The Inverted Classroom" (p. 32). The modern online videos credited to Bergmann and Sams.

In early 2007, Woodland Park High School in Colorado was localization to the concept flipped classroom by two science instructors, who were Bergman and Sams. They have faced with the dilemma of those needs to their secondary students in their science courses and how to address it to the students were continually absent from school or missed their end of day classes. It made them to think and produce a video of their class lessons to deliver for students who were missed and not attended to the classes. The flipped classroom has started, as a pedagogical approach is a great chance that makes improved learning, more interface, learners' authorization, and connection. It

is also a good facility for students to revise the materials by their own pace (Bergmann & Sams, 2012).

### **Related Studies to Use Flipped Classroom Model (FCM)**

Educators and researchers embrace all main skills like reading and listening as input skills, writing and speaking as output skills of EFL courses in the past few years. Most of the studies were grown at the university level. Many of these experimental studies have been conducted in different settings to investigate the impact of using FCM on improving various sub-skills of writing in the EFL classrooms. Almost all of these studies reported positive findings for FCM. For example, Qader and Yalcin Arslan (2019) investigated the influence of flipped classroom instruction (FCI) in an academic writing class in Sallahaddin University through an experimental study and found that the experimental group outperformed the control group in the given writing task. They also reported that their participants in the experimental group provided positive feedback about the implementation of the FCI in their writing class. Similarly, Farah (2014) examined the effect of FCI on the Emirati female learners' perceptions on writing instruction in Abu Dhabi, United Arab Applied Technology High School. This particular study took the IELTS writing task as its assessment tool and the results revealed that there was a statistically significant difference in the mean score of the test in favor of experimental group differentiated with the control group. Furthermore, Ahmed (2016) investigated on the flipped English foreign language classroom in the writing skills. 60 female students at Qassim University enrolled the course. The experimental and control

group were given questionnaires. As in the result, indicated that there were significant differences among the mean grade of writing skills through employment the FCM.

In the Turkish context, Ekmekci (2017) investigated the impact of FCI on the EFL learners' writing skills and found that the performance of students in FCI group was better than the control group. Similar to Qader and Yacin Aslan's (2019) and Ahmed (2016) studies, the participants in Ekmekci's study also had positive perceptions of the FCI. In another study, again in the Turkish context, Güvenç (2018) has investigated the students' attitudes toward FCM in a Reading and Writing class at English Language Preparatory school. Following a mixed-methods approach, the results of the study have revealed that many of the participants had a positive perception of the FCM. It also indicated that students have expressed that the majority of students improved their writing skills due to working collaboratively in FCM.

Surely, FCM has been implemented into other skills too. For example, Ahmad (2016) aimed to see the development of Egyptian EFL students' listening comprehension through implementing the flipped classroom. In this study, pre and posttest were employed to evaluate level of students' accomplishment and realize the differences of the test before and after implementation. The result showed that flipped classroom had a positive effectiveness on learners' listening skill and their performance toward FCM.

Previous researchers were interested in to compare the impacts of using the flipped classroom to non-flipped classroom in teaching EFL classes. Most found out that the flipped classroom performed better than the non-flipped and had an impact on the students' achievement. For example, Lee and Wallace (2017) aimed in their research to see the differences in the learners' achievement in the flipped classroom compare to the

non-flipped classroom at College English Class of South Korean University. The result indicated that overall, the participants performed better score in their final in the flipped classroom than those in the non-flipped classroom, and they were more engaged in the learning process. Similar to Lee and Wallaces' study the participants in Adnan's one (2017) at Turkish public university, revealed the majority of the participants viewed positively and thought that cooperativeness and development in teaching and learning through flipped classroom are more enjoyable. Finally, it appeared that the results were mostly near to each other, whether there were differences in context or educational setting.

The previous studies mostly found that FCM had positive implications for practice but there are studies where negative findings were also reported. For example, Chen and Marek (2017) investigated the use of FCM to enrich students' learning at a university in central Taiwan. Beside the positive findings, it also has revealed that some participants had preferred the lecture-based instruction because they had to work hard in the FCM. Although this was a positive findings in terms of the participants' amount of learning, it was reported as a negative experience by the participants. In addition, Boyraz and Ocak (2017) aimed to investigate FCM in the Turkish EFL context where the participants were asked about technical problems. It has showed that most of the participants mentioned that the biggest problem was technical issues and internet connection. The same study also found out that 48% of the students believed that internet or tools used for FCM were the essential problems. Particularly, internet connection for those students who stayed at the dormitory was reported as a major issue,



which were required in the FCM. However, in terms of learning outcomes, they also reported positive findings.

To sum up, the previous studies summarize empirical FCM. The related studies offer flipped classrooms definitions, students' perception toward FCM, and the effectiveness FCM on the students' achievement in writing skills compared with the traditional model.

### **CHAPTER III**

### **METHODOLOGY**

The current study's aim was to investigate the students' perception and level of achievement in a writing course with flipped classroom model at English Language Teaching (ELT) Department of Near East University (NEU)/North Cyprus. It was carried out with pre-post-test analysis of a piece of writing during the first week and the last week of the course. It also aimed to attain students' perception of their writing experience and their learning experience with the flipped classroom model.

In order to reach the aforementioned purposes and answer the research questions, a quasi-experimental design with a mixed methods approach was employed. The data collection took place during the Fall semester of the 2018 -2019 academic year. All students who were taking FLE 103 – Writing Skills I course in the ELT department were invited to take part in the study. However, data was only collected from those who agreed to participate.

This chapter provides detailed information on the methodology of the study that starts with research design, which explains how the study was designed. So the data collection procedure gives details on how the data was collected, where and when. Furthermore, it offers information on the participants of the study and the implementation procedures regarding the flipped classroom model in the writing course. Information regarding ethical principles followed during the course of the study will also be described. Finally, data analysis procedures will be explained.

## **Research Design**

The current study was designed using a mixed methods approach, where quantitative data collection tools were used for collecting and analyzing data about the level of achievement in writing flipped classroom and qualitative data collection tools used to collect data about students' perceptions. Mixed methods approach as the 'third paradigm' has a 'worldview' of its own where it is different from the positivist perception of the quantitative and constructivist perspective of qualitative research (Tashakkori & Teddlie, 2003). The aim of this approach is to provide clear and comprehensive answers to the questions of the study by eliminating the limitations of a single method. In addition, Russek and Weinberg (1993) argue that mixed methods approach helps researcher gain insights neither quantitative nor qualitative data could provide alone. They specifically suggest mixed methods approach to be used in studies where "implementation of technology-based materials in the elementary classroom" are in the focus (Russek & Weinberg, 1993, p. 140). A mixed method approach with a quasi-experimental design was used in the study. With pre- and post-tests (see Appendix A), quantitative data was collected on the level of achievement of the participants in flipped writing classroom. Only one group of participants were involved in the study since the aim was to understand how the use of the flipped classroom model would impact their performance in a given writing task. As for qualitative data, they were collected from open-ended questions with focus groups interview of students about their opinions on the Flipped Classroom Model (FCM).

## **The Context and the Writing Course**

The study was conducted in the Fall semester in 2018-19 academic year in the ELT department of NEU. English as a foreign language is used as the medium of communication and instruction in the department. Students study for eight academic semesters in four years to achieve a BA degree in ELT. In this study, the participants were in their first year, which is the basic year to build up all skills of language. Their first semester was programmed according to their needs of learning the language and skills generally. Students have to take language skills related courses in their first semester, which are Listening and Pronunciation, Writing Skills, Reading Skills and Oral Communication. The Department of ELT has adopted the Turkish Higher Education Council's re-designed curriculum for teaching departments in 2018. FLE103 – Writing Skills I course was designed using the flipped classroom model as part of a campus wide Flipped Classroom Project (see Appendix B). The course aimed to teach writing academic essay structures, types of essays, formal letter structure, and the review of a movie. The class met once a week for two hours. According to the flipped model, learning of the theoretical information happened at home via the lecture videos and practice of writing an essay happened in class. In the first week of the semester, the course was introduced and the flipped classroom model was also introduced to the students to enable them to follow the course without any problems.

## **The Teaching Programme and Its Implementation**

The lecturer of the course is a full-time lecturer in the English Department. She has graduated from the Translation and Interpretation Department. She has got an MA degree in English Language and Literature. She is a British born Cypriot and she is a sequential bilingual of English and Turkish languages. It was her first time teaching a writing course, although previously she had taught several other courses including oral communication skills and specific language skills.

The course outline format used to prepare the course that was provided by the Flipped Classroom Project group (see Appendix B). Once the content was prepared, the topics of each week were organized in a way that first, the students would get an understanding of how to write an introduction, the body, the conclusion, and the thesis statement for an essay. Students watched videos online and came to class with their notes that they have taken while watching the videos. There were also online quizzes and questions embedded in the videos for students to answer while watching the videos. This enabled them to see their progress and if they were not clear, they could go back and watch the video again. The lecture videos were made available to the students through [flippedlearning.neu.edu.tr](http://flippedlearning.neu.edu.tr), which utilized Moodle learning management system and was designed specifically for courses that employed the flipped classroom model. The videos were selected from the available lecture videos on Edpuzzle platform and questions were added by the lecturer. This platform was chosen for its ease of use for both lecturers and students. All students signed up for the system and were followed by the lecturer of the course electronically. To increase the participation in class and to make sure that the model is implemented properly, those students who did not watch the

assigned videos on time were not accepted to the following class session. Log files on the Moodle system were used to monitor which students watched the videos and which ones have not. Based on these, the students were admitted to the classroom after the 5<sup>th</sup> week of instruction. The videos were based on the subject of the week in the course outline.

In the classroom, worksheets were given on each topic to practice what they have learned from the videos. There were individual, pair and group work activities and each of those activities were planned separately for each session. For example, in the third week, a worksheet on the thesis statement was distributed to the students to choose the strongest thesis statement among the list of the thesis statements given. This was done as a pair work activity with the aim of promoting peer feedback and discussions. After they have learned how to write those mentioned above, they watched videos on different types of essays such as descriptive, comparative and argumentative essays. In the classroom, they were asked to work on writing an essay individually with the assistance of the lecturer based on the kind of essay they were studying for that week. The advantage of this strategy was that students would constantly receive feedback and collaborate with their lecturer as well as their classmates during the process of writing. They were also focused on the task as they had two hours to produce their essays. Each essay type was covered for two weeks. In the first week, they wrote their first draft and then they revised their essays based on the lecturers' feedback in the second week. The total amount of time spent in classroom activities were 14 weeks.

**Validity and reliability of the program.** Creswell (2008) pointed out that “content validity can be identified through a panel of judges or experts in the field” (p. 172). Many experts reviewed the course outline prepared for this course. First, the lecturer of the course and the researcher worked on the course outline during the summer term before the Fall term started. The topics of each week were chosen based on course descriptions provided by the Turkish Higher Education Council for departments of English Language Teaching. Aiming reliability and validity of the teaching program, the outline was reviewed by another lecturer who had taught writing course in the previous semesters. Then, relevant videos and sources were chosen from available online materials. The outline was then revised by the vice chair of the department and approved by the head of the department.

## **Participants**

The participants of this study were a group of first year students enrolled in the writing class, which was implemented using the flipped classroom model in the ELT department of NEU during 2018-2019 Fall semester. The group consisted of 70 students but only 46 among them were ready to sign a consent form to be included in this study. The majority of the participants were Turkish nationals. The participants’ first language was Turkish with different dialects. The class was multilingual and multicultural but there were no native speakers of English. They were English as a Foreign Language (EFL) learners. All participants were aged between 19-23. According to the Common European Framework of Reference for Languages (CEFR), the participants were about A2-B1 level. At the beginning of the semester, participants were acknowledged about the

study's aim in a presentation by the researcher of the study. Thus, participants were familiar with the procedures of the study and they were also informed that their participation would not affect their course and marks. All participants were given pseudonyms to keep their identities confidential.

For the focus groups, a total of six students (three students in each group) were interviewed. The first group, one female and two males, came from different countries such as, Turkey, North of Cyprus, and Turkmenistan. The second group was all females. One of the participants in this group, was a mature student. She had previously completed another department and was studying in her second department. Like the previous group, the second group also came from cultures of Turkish, Cypriot and different linguistic backgrounds like Turkish, Turkish Cypriot, and Turkmenistan. They described that having an interview is a new thing to them during their first semester.

### **Data Collection Procedures**

**Pilot study.** The current study was designed as a follow up of a bigger, university-wide Flipped Classroom Project, (FCP) which was piloted at NEU during 2017-18 spring semesters. A pilot study is usually defined as a mini-version of a full-scale study or a kind of trial for the real research. It is also called a 'feasibility' study with a precise pre-testing of study tools such as the questionnaires or interview (Polit, et al., 2004). Flipped classroom project was one of the biggest projects administered at NEU. The project was implemented with the participation of 80% of the faculties and departments of the NEU implementing this model into their courses as a pilot. At the very beginning of the semester, lecturers and students were informed by filling up an



online survey through the university's online system and the teachers were given three seminars about the principles of the flipped classroom model, preparation of lecture videos and preparation of in-class activities for their courses.

The purpose of the project was to investigate how teachers and students welcome this new model for the first time. The project was convened by a group of lecturers who were the members of the Education Unit at NEU and implemented after getting permission from the Research Ethics Board, NEU (Ethical Approval no: YDU/EB/2018/85) (see Appendix C). During the pilot study, observations were used as a tool to see how it was being implemented during the courses. These observations were done using an observation form that was adapted from University of Utah Teaching and Learning Technologies Unit. Second, the participants of the course in the project who were teachers and students were interviewed about using the flipped classroom using semi-structured opened-ended questions to see their perspective on the project. Finally, questionnaires were used both at the beginning and at the end of the semester to collect data regarding the model from both the students and the lecturers.

As mentioned before, the current study is designed as a follow-up of that pilot project, which is currently being implemented throughout the campus with more courses. The data collection tools used for observations and interviews, which were validated by the project team in the pilot project, were adopted and used in the current project.

**Pre- and post-tests.** Pre-test and post-tests for measuring the level of achievement in writing flipped classroom were designed to observe the students' progress in favor of their writing skills throughout the class. At the strating of the semester, the students were asked to write a short essay using their existing knowledge about essays. Data collected from this activity served as the pre-test. These essays were marked and kept until the end of the semester. The same test was administered to the students at the end of the semester as a final exam and the results were compared with the pre-test results to see whether any progress/change could be observed. The tests were designed as part of the current syllabus for the course (see Appendix A). The Appendix B of student handbook of the ELT Department, NEU, was used to evaluate the essays (see Appendix D).

**Validity and reliability of the writing test.** Ary et al. (2010) define validity as “the extent to which scores on a test enable one to make meaningful and appropriate interpretations” (p. 24). For better understanding and clear reading on the students' level of achievement, the researcher prepared a writing task. The supervisor of the thesis revised it for validity. The test was prepared according to the aims of the course, asking students to write a short essay on a topic of their choice among the given topics. They were given 90 minutes to complete the task in both the pre- and post-test. Essay evaluation criteria of appendix B of the English Language Teaching Department of Near East University (see Appendix D) was used to assess pre-posttest papers and gives the scores. The researcher and two other raters from the ELT department, who were teaching the same writing course at the time of the study, marked the tests. In terms of validity, one probable threat was that participants could remember the questions from

the pre-test when they were asked to write their essays in the post-test. The duration between pre- and post-test was three months and post-test was done as a final exam of their course. Thus, it is assumed that there is little chance that participants would anticipate that the same questions would be used for the final exam too (Farah, 2014). The papers were marked for the purpose of the study separately and the students' final exam grades for the course were given by the lecturer separately. Thus, any impact of the study on their grades was minimized.

Reliability is an important element to check the tests' quality. Ary et al. (2010) stated, "the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring" (p. 236). Three independent raters marked the papers to make sure that the tests were evaluated in a reliable manner. Statistical Package for the Social Sciences (SPSS) program version 20 was used to enter data that was collected from the raters of the study. The correlation among raters' score for pre-test and post-test were tabulated as follows. Table one shows that the researchers' result and the other two under raters' result for pre-test writing were positively correlated at 0.01 significance level. This shows that the ratings provided by the researcher for the pre-test were reliable.

Table 1

*Correlation among Raters' Score for Pre-Test*

		PretestRater 1	PretestRater 2	PretestRater 3
PretestRater1	Pearson Correlation	1	.791**	.877**
	Sig. (2-tailed)		.000	.000
	N	40	40	40
PretestRater2	Pearson Correlation	.791**	1	.728**
	Sig. (2-tailed)	.000		.000
	N	40	40	40
PretestRater3	Pearson Correlation	.877**	.728**	1
	Sig. (2-tailed)	.000	.000	
	N	40	40	40

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 2

*Correlation among Raters' Score for Post-Test*

		PosttestRate r1	PosttestRate r2	PosttestRate r3
PosttestRater 1	Pearson	1	.946**	.913**
	Correlation			
	Sig. (2-tailed)		.000	.000
	N	40	40	40
PosttestRater 2	Pearson	.946**	1	.956**
	Correlation			
	Sig. (2-tailed)	.000		.000
	N	40	40	40
PosttestRater 3	Pearson	.913**	.956**	1
	Correlation			
	Sig. (2-tailed)	.000	.000	
	N	40	40	40

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table two indicates that for post-test results, the ratings of the three raters were significantly and positively correlated. The correlation is significant at 0.01 levels for post-test, which is correlated with the same point with pretest.

**Observation.** In-class observations were used as a tool to collect the data. In the field of observation, the observer is able to take notes and record checklist as activities have done in class, process of the program, and participants' behaviors. The recorded notes should be addressing of the research questions in the analysis ( Creswell, 2014). Observation is utilized as a research technique in two different ways – structured and unstructured (Pretzlik, 1994). In this present study, data were collected using structured observations. As Mulhall (2003) explains, in “structured observation the intention is always to ‘stand apart’ from that which is being observed” (p.307). The class

observation was carried out during the semester to see the implementation of the flipped classroom model (FCM) as a teaching method and students' reactions to it. The observation form for this was adapted from the observation form of the University of Utah Teaching and Learning Technologies Unit (see Appendix E) after getting permission from the university as done by the pilot project. The course outline for writing course covered 16 weeks. All the teaching sessions in the syllabus were observed, which covered 14 weeks of teaching. Once a week, the class was observed for 120 minutes. The aim of these observations was to discover everything that was happening in terms of activities, students' interactions, and their reaction to the model. The aim of the study was not to observe the class as collect extra data but it was to support the quantitative data. The observation and the notes only were used as the support to quantitative data. During observations, also a notebook was also used to jot down any extra notes that were significant during the class session.

**Focus group interviews.** Cohen et al. (2007) describe interviewing as “a valuable method for exploring the construction and negotiation of meanings in a natural setting” (p. 29). As Berg (2007) explained, in focus group interviewing, participants might “develop ideas collectively, bringing forward their own priorities and perspectives, to create theory grounded in the actual experience” (p. 45). Two groups of participants of the writing course were interviewed to learn about students' perceptions towards the flipped classroom model. The interview questions were designed as semi-structured and were based on the opened-ended questions that had been piloted in the Flipped Classroom Project (FCP) mentioned earlier (See Appendix F). The interviews had been employed in the last week of the semester with two groups. According to

Barbour and Schostak (2005) "...an interviewing technique in which participants are selected because they are purposive, although not necessarily representative, sampling of a specific population, this group being 'focused' on a given topic" (p. 46). Therefore, the participants who seemed to be articulate in English were selected to enable them to express themselves clearly. Their names were not used but codes, which had given to their names for the scoring of the pre-test, were used to refer to them. Audio recordings were made to during the interviews, which were then transcribed to be analyzed. The essential thing for having a successful interview is giving a choice of time and place to the participant (Wengraf, 2001). Thus, the participants were asked to arrange a time and place to the interview in order to help them feel free to express their perspectives on the subjects in a relaxed atmosphere. Both group interviews were conducted at different locations such as classrooms and the cafeteria.

### **Data Analysis Procedures**

The analysis was conducted both quantitatively and qualitatively as the different forms of data collected throughout the study required to do so. The quantitative analysis was conducted by using SPSS 20.0 and qualitative analysis was content based. While analyzing the quantitative data collected through the pre- and post-tests, paired sample t-test was used to find out the possible significant differences between the results of the participants in the pre- and post-tests. The level of significance was set to .05 degrees. In addition, the Mann-Whitney U test as Nachar (2008) is defined as the one most common test that is used in the non- parametric statistical test. In this study, it was used to see whether there are any significant differences between groups based on the videos

watched. The results of the analysis were tabulated and interpreted (See Chapter IV). Observational data collected through in-class observations were used to interpret the results of the statistical analysis.

Qualitative data was analyzed using thematic analysis. As, Braun and Clarke (2006) explain “for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in rich detail. However, it also interprets various aspects of the research topic” (p. 6). Each participant responses were analyzed detail and in isolation from the participants. Phrases, sentences and words were studied separately in line with relation to the topic and analyzed. Repeated, similar ideas comparisons were combined until major themes established for the questions of the study. There were numerous phases in the process of analysis of these answers and the keywords were identified accordingly. Then, the keywords were classified into broader categories that might be refined until the keywords were classified reasonably to provide insights for the study.

### **Ethical Considerations**

At the beginning of the present study, ethical documents for getting approval was prepared and sent to the Ethics Review Board of NEU. Approval was granted (see Appendix H). In the first week of the course, participants were given information about the course and were asked to sign a consent form (see Appendix G ) if they accepted to participate. Data was only collected from those who accepted to participate. Pseudonyms have been used throughout the study instead of real names. These codes were also used when the pre- and post-test results were given to the external raters for evaluation. In



accordance with the ethical guidelines of the review board, all personal data was kept confidentially in password-protected files. A one-hour oral explanation was organized with students of the group to ensure that the students were not at a disadvantage because of the new learning model. The participants were also given the opportunity to withdraw from the study whenever they wished and were also guaranteed that their grades for the course would not be affected by their participation or non-participation in the study. This was the reason for the lecturer evaluating the papers of the final exam separately from the researcher. Thus, every measure was taken to ensure that the students were not affected negatively or positively in any way due to their participation in this study.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

The purpose of this study was to see whether flipped classroom model (FCM) as a new model of teaching writing would increase the students' level of achievement in a writing course at higher education level. It also aimed to understand the students' perceptions toward this model. In this chapter, the result of the study will be presented which were analyzed qualitatively and quantitatively. Quantitative data was collected using pre- and post-test to examine the level of achievement. Qualitative approach was used in this study to get a rich and in-depth understanding on the students' perceptions of the FCM. First, students' results in the pre- and post-test will be presented in tables. Then, the focus group interview data will be analyzed. Finally, the discussion of all will be presented.

#### **Pre- and Post-Test Results**

The mean scores for the pre-test results was calculated to be 7.40 while the mean score of the post-test was 10.80 (see Table 3). Although these mean scores indicate that the average grades of the students have increased, a paired-samples t-test was conducted to see if this observed difference was statistically significant or not.

Table 3

*Means Scores and Standard Deviation of the Pre- and Post-test*

		Mean	Std. Deviation
Pair 1	Pretest	7.40	1.614
	Posttest	10.80	2.221

This analysis shows that the students' achievement in the writing course has increased statistically significantly after the implementation of the FCM (see Table 4,  $p < .01$ ).

Table 4

*Significance Difference between Pre and Post test*

		Paired Differences					t	df	Sig.
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				(2-tailed)
					Lower	Upper			)
Pair 1	Pre-test - Post-test	-3.400	2.240	.354	-4.116	-2.684	-9.602	39	.000

A Mann-Whitney U test was used to see whether there were any significant differences among different groups in their final grades based on the number of videos that they have watched before the class sessions. The test has shown that although there are no overall significant differences observed between all of the groups in their post-test results, there is only a statistically significant difference between those who have

watched 3-4 videos and those who have watched 7-8 videos in their post-test results (see Table 5).

Table 5

<i>Group Comparisons Based on the Number of Videos Watched</i>		
Comparison between	N	MR
1-2 Videos Watched	3	
3-4 Videos Watched	12	11.83
Mann-Whitney U	6.500	7.04
Asymp. Sig. (2-tailed)	.092	
1-2 Videos Watched	3	
5-6 Videos Watched	10	8.00
Mann-Whitney U	12.000	6.70
Asymp. Sig. (2-tailed)	.592	
1-2 Videos Watched	3	
7-8 Videos Watched	15	9.83
Mann-Whitney U	21.500	9.43
Asymp. Sig. (2-tailed)	.903	
3-4 Videos Watched	12	
5-6 Videos Watched	10	9.33
Mann-Whitney U	34.000	14.10
Asymp. Sig. (2-tailed)	.082	
3-4 Videos Watched	12	
7-8 Videos Watched	15	10.58
Mann-Whitney U	49.000	16.73
Asymp. Sig. (2-tailed)	.043	
5-6 Videos Watched	10	
7-8 Videos Watched	15	12.30
Mann-Whitney U	68.000	13.47
Asymp. Sig. (2-tailed)	.691	

In other words, those who watched 7-8 videos did significantly better than those who watched 3-4 videos but they did not perform statistically differently from the others who have watched less than 3-4 videos. The results indicated that there is no difference between those who watched only 1-2 videos and those who watched 7-8 videos. The reason for this may be due to the fact that some of the students were repeating the

course. According to the regulations of the university, those students who fail from a course and repeat the course, do not have to attend the course regularly when they are taking it again. These students may not have watched the assigned videos because of not being expected to attend the course. Thus, it may be that those students who were repeating the course did well in the post-test due to their prior knowledge in the course, hence no differences in their scores with those who have followed the lecture videos regularly. Those who watched 5-6 videos did as well as those who watched 7-8 videos too because these students also completed the course requirements up to 80%, hence their close results in the post-test. Those who watched almost half of the videos and therefore attended half of the classes did not perform as well as those who attended more than 50% of the class, which indicates that the FCM model works only if the students attend more than 50% of the course and do the required pre-class and in-class activities accordingly.

### **Students' Perceptions of the FCM Model in Their Writing Course**

To reach a profound understanding of the students' perceptions of and their attitudes toward the FCM for their writing course, semi-structured focus groups were carried out. Besides the students' general attitudes, toward FCM, effectiveness of learning and technical issues were the two other major themes which emerged from a numerous codes obtained through the qualitative analysis of the data. Students' statements were transcribed verbatim and [sic] were used to their mistakes next to their quote.

**Students' perceptions of the FCM.** Students appeared to have positive and negative perceptions about the implementation of the FCM. Some of the participants in both groups believe that FCM has been beneficial for their learning with respect to watching the videos before coming to the class and the activities done in the classroom. As Anna said, “Yes, what we do in the classroom is useful because we had a chance to ask our questions to the teacher straight away” (Anna, focus group interview, December 27, 2018). She believes that they are useful because she had a chance to ask those unclear points to their teacher without losing time. Alice also said that the model was useful “because we thought it is a kind of, like practicing” (Alice, focus group interview, December 27, 2018). In other words, they had the chance to practice their learning in class and for this reason; she found the model was useful. Alice further explained that practicing in class was important “because when you have the content but you don’t have practicing you forget the content. When you did the activities for it you keep remembering about it” [sic], (Alice, focus group interview, December 27, 2018). Thus, retention was achieved.

In both groups, students talked about how watching the lecture videos affected their learning. Participants’ in-group one believes learning through the videos saves them learning time. As Alice expressed:

oh, for me it is save time because when the content from the videos and watched and you learn it and so when you come to the class you already have an idea what is going to go on in that class and instate me to start your work. [sic], (Alice, focus group interview, December 27, 2018).

Similarly, Michel also believes that watching these videos were time saving; “These were save time” [sic], (Michel, focus group interview, December 20, 2018). So the participants expressed how having an idea about the lesson before coming to class helped them learn faster in class. Contrary to these claims, the participants in the other group rejected that watching the lecture videos saved time. They believe that it was a waste of time. Anna says:

It is a waste time for me because we usually have too many videos to watch from many lectures especially from flipped learning classes. And the actual learning process which would take one or two hours in the class do normally take three or four hours while watching at home because we stop the videos and take notes and start the videos again. [sic] (Anna, focus group interview, December 27, 2018)

Although Anna’s point about stopping the videos and taking notes can be perceived as a positive point since she spends more time in trying to understand the content of the lecture videos, she considers this time spend on the videos for multiple courses “wasted.”

The second important theme that emerged from the interviews was that students believed that they could individualize their learning while they were watching the lecture videos in the FCM. They watch the videos in their own speed. Moreover, they keep notes and go back and remember these notes because they are their own notes. While in the traditional classroom, the teacher writes a note on the board and everyone has the same notes, in FCM they can take their own notes and these may reflect the points that they found worthy of noting down. In FCM, they can go back to the points

that they did not understand and keep watching. They can stop and watch it again and again. In this respect, Alice said, “yeah, there were some basics that I already knew but it was like a good reminder and keeps notes as well” [sic] (Alice, focus group interview, December 27, 2018). Michel expressed a similar feeling regarding being able to watch the videos again: “I can stop and ehh...replay again, and I watched again, I watched it again” [sic]. (Michel, focus group interview, December 20, 2018). These were expressed as positive aspects of the FCM with respect to students’ learning of writing.

**Effective learning.** Another major theme that came out from the interviews was effective learning. When the participants were asked in what ways they believed FCM helped them improve their writing in general, they emphasized that they learnt and recognized the paragraph structure easily. They can also remember how to write a thesis statement for different types of essays. They were also able to talk about essay structures and types of the essays such as the descriptive essay, comparative essay, and argumentative essay. Some of them explained that they had a background on the essay structure but not as much in detail as they had learned in this course. To reflect this, Alice said, “thesis statement, topic sentences they can automatically just came along into the paragraph and structure of the essays who helped me a lot more because we did improve it like it helped a lot for writing the essay” [sic] (Alice, focus group interview, December 27, 2018). Anna has the same feeling that she can learn many things and recall these because of the FCM: “we learned number different formats to write an essay, argumentative essay. Letter format, writing, and review about movie so many things” [sic] (Anna, focus group interview, December 27, 2018). They also pointed out that they could see the real improvement in their writing skills.



Interestingly, the participants pointed out that FCM did not only help with improving their writing skills but also their listening skills too while they were watching the lecture videos. As Jack put it, “it has improved my listening skill [...] my listening skill is really bad. These videos improved my listening” (Jack, focus group interview, December 20, 2018). It was raised as another benefit of the FCM to help them on the other skills. Surely, FCM has an effect on the writing skills too. They expressed how their writing skills were at the beginning of the semester and see their improvement at the end of the semester. Jack said, “I’m writing better than the beginning” (Jack, focus group interview, December 20, 2018). Alice also declared that flipped classroom is very good for helping them to improve their writing “Yeah flipped classroom is very suitable for any writing” (Alice, focus group interview, December 27, 2018).

Participants also provided their suggestions to improve the course design to increase the effectiveness of their learning. Participants of both focus groups recommended FCM for all kinds of learning but especially found it useful for learning writing. They believe that both teachers and students need more information about how the model works. They also suggest having regular breaks to refresh their minds during the lecture hours. Jack indicated that: “I have only one suggestion about the classroom. The flipped learning if it would be a break time sometimes” (Jack, focus group interview, December 20, 2018). This suggestion is probably because the two hours of class time was used without any specific break time during the semester. They strongly recommended continuing this model for writing because it helps a lot in improving their writing skills. To assert this Alice suggests, “they should continue because it does help a lot for writing classes” (Alice, focus group interview, December 27, 2018). Another

participant recommended that they needed to continue it but using the lecturer videos as extra material to help those learners who were not able to learn in the specific class time. Anna advises, “Flipped learning lecture videos should be used as extra materials especially for students who do not learn in the class” (Anna, focus group interview, December 27, 2018).

**Technical issues.** The participants raised that at the very beginning of the semester, they have faced some difficulties because of access to the flipped learning website, internet connections, and the registration process. Participants believe that sometimes they could not watch the videos before coming to the class due to having internet connection problems at home. Jack especially pointed out that for first year students, when they first arrive on the island and try to settle, they may not have all the facilities set up in their homes. So, he said: “when I came here. I was not have internet connection in my house. It was hard to me actually. I could not watch the videos” [sic] (Jack, focus group interview, December 20, 2018). Ava also raised that “internet was a problem” (Ava, focus group interview, December 27, 2018). Process of registration to the flipped learning site was another technical issue, which was too complicated to fix at the beginning. Anna’s words support these claims: “aha registration process takes long and was complicated at the beginning” (Anna, focus group interview, December 27, 2018). Accordingly, most of them had a problem with logging onto the site to be able to watch the videos. Jack says that “access. I couldn’t logging first” [sic], (Jack, focus group interview, December 20, 2018). It appeared from Alice’s expression that “log in to the computer and watch the videos so those only the problems” [sic] (Alice, focus group interview, December 27, 2018).

## Discussion

The results of this study are consistent with constructivist learning theories. Students in the FCM have constructed their terms based on the video content, then applied it to improve their writing skills. They were able to analyze the concepts critically through in-class discussions. They were able to improve their writings skills through learning the strategies consciously (Ellis, 1997). Students in the FCM were focused on the language input and the instruction that helped them a lot to notice the language features consciously (Robinson, 2001). These were clearly indicated in class observations, especially when students wrote their pieces of essays, drafted their work with the help of their lecturer and classmates. The tacit information they learnt from the videos emerged in the classroom exercises as they applied them to their writings.

FCM makes students more active in their learning (Butt, 2014; Lage, Platt, & Treglia, 2000). The lecturer of the course played the facilitator role by assigning students videos to watch and clarifying unclear points what students would bring to class in note form. Delivering videos as homework before class time where students had a chance to watch at their own pace and time which are requirements of active learning. Active learning is defined as making students to engage in class activities and take responsible for their own learning, which is an evident from the fact that most of the students prefer FCM than traditional model (Enfield, 2013; Tune, Sturek, & Basile, 2013).

The results of the current study indicated that there was a statistically significant difference in the students' writing test results before and after the implementation of FCM. This result is consistent with Ahmed's (2016) findings, where there was also statistically significant difference in the participants that study has focused on the

effectiveness of flipped classroom on the writing skills in an English as a foreign language (EFL) classroom in Saudi Arabia and students' perceptions about it. Another study conducted by Farah (2014) found that flipped classroom instruction (FCI) can improve the learners' score on a proficiency test of English writing skills. It is also in line with Qader and Yalcin Arslan's study (2019) who focused on the effect of FCI on the Iraqi EFL pre-service teachers' writing skills. Thus, FCM appears to be effective in different settings with regard to teaching writing skills in English.

Although the participants have increased their level of achievement in writing class through implementing FCM, one important result of the current study is that students need to attend the FCM classrooms and watch the assigned videos at 50% rate minimum to be able to improve their writing skills significantly. The results indicated that those who watched more videos and attended more lessons performed better than those who watched less. This result is consistent with Afrilyasanti et al. (2017), who investigated the use of FCM in Indonesian EFL writing classrooms with regard to attending in-class activities and online self-learning. It revealed that those who watched the video lectures and online self-learning could improve their key concepts compare to those participants who did not watch the lecture videos prior to the in-class activities.

In the current study, there were no significant differences observed between those who watched 5-6 videos and those who watched 7-8 videos. As mentioned earlier, this may be due to the fact that the former group have also completed a great majority of the tasks assigned to them. This was based on the fact that students who did not watch the videos were not allowed to attend the class and hence did not benefit from the in-class activities and tasks. However, this requirement may have caused the students to

watch the videos without paying much attention and only for the purpose of being able to attend the course instead of learning. The fact that they continued to receive feedback from their lecturer during her office hours may also have had an impact on the final performance of the students. In other words, the lecturer's continuous support may be the reason in their improvement instead of the lecture videos. Nevertheless, the fact that there was a difference between those, who did not watch the videos and did not attend almost half of the class sessions shows that the lecture videos and in-class activities had a significant impact on the students' writing skills.

One of the aims of this study was to understand the participants' perceptions toward FCM through analyzing their responses in the focus group interviews. The study has revealed that most of the students had positive attitudes toward using FCM in learning and teaching writing and they described themselves as they can write, get benefit from the activities of the videos and class activities. They also raised that they concentrated one thing in the class, which is writing part with FCM. As the time passed, the participants asked fewer questions about the way of using or watching the videos, which was recorded during the classroom observations. They were able to follow the FCM. This result is in line with the findings of the previous related studies such as Ahmed (2016), Farah (2014), Qader and Yalcin Arslan (2019).

The FCM allows students to have enough time with their teacher and classmates in the class to write their essay, receiving feedback from their teacher who assists them and enables them to individualize their learning (Ahmed, 2016; Farah, 2014). The interactions in the classroom also help them to reflect on the content,

coherence, organization, structure and cohesiveness of the written task. This finding was supported by the classroom observations and focus group interviews.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATIONS**

The current study aimed at understanding the effectiveness of the Flipped Classroom Model (FCM) on the students' level of achievement in a writing class and their perceptions toward the FCM. The final chapter of this thesis presents the implications for practice and recommendations for further research. Finally, conclusion of the results, which were collected through pre posttest, focus group interview, and class observation was presented.

#### **Summary of the Results**

Recently, technology's innovation plays a great role in the teaching and learning at English Foreign Language (EFL) classes. There seems a development in the students' writing skills. The study was conducted on the 40 students in a quasi-experimental group. It has revealed FCM improved students' level of achievement, enhanced students' beliefs and their perceptions overall about the essay writing. Moreover, this new model boosted students' engagement and collaborative work in the class. In-class observations have shown that those students who watched the videos were indeed engaged more with the writing essays and collaborated with their peers on what they have learnt from the videos in class. Students also mentioned their listening skills and writing essay were improved through FCM and became more involved. They also took responsibility for their own learning and better writing than the very beginning of the semester. For example, while watching the lecture videos before the class session

students were able to reply to some questions about the topic in the videos. Students were also able to watch the videos based on their own pace time and there was a chance to replay the videos as many times as they want. Taking notes and replaying the videos as a review source for their exams were other improvements.

Today's generation rely a lot on technology. Videos are very attractive. They allow for self-learning and enable learning in different styles. In FCM, teachers provide continuous feedback, explaining the unclear points and corrections the piece of essay writing. Students have more time in class for applying those things has learned from the videos and teacher guide them. Students' written essay have completed in class after theoretical concepts were learned at their home. Students and teachers roles are different, students are self-learner, motivated, and more active while the teacher is only a facilitator in the class. Both of them are enjoyed in the learning and teaching writing skill through FCM.

FCM offered students to improve the linguistic features of the writing skills. Students are more familiar with the sentences structure, topic sentence, thesis statement, essay structures, and types of essay. Students had constructed long terms based on the videos and applying to construct their piece of essay writing. The syllabus of the course made students to accustomed to the tasks and their weekly schedule. The class time led them to write their essay as well as peer checking and giving feedback to each other. Thus, it encouraged students to realize their mistakes and exchange their perceptions. The findings of this study reveal that the FCM might be generally a successful model for teaching writing skills. There is an important need for further study to be investigated on the role of feedback, and necessity watching the videos accurately before the class



session. As far as, first-year students in English language teaching department (ELT) of NEU mentioned that FCM is a great and potential model for improving the level of achievement in the writing skills.

Overall, the study revealed good evidence supporting the impact of the FCM in favor of students' level of achievement. Participants believed that FCM had a great role in improving their writing skills.

### **Implications for Practice**

The results of this study are associated with some implications. As a learner-centered model, students are able to involve more with content and practice in class through student-lead activities. This study reveals the impact of watching the videos before class and preparing to learn the content of the writing skills. It calls to the administrators of the university to help and encourage teachers to pay more efforts in engaging more with the integration of technology in their lessons. In addition, the way the lecturer in the current study supported her students showed that although students are expected to be autonomous, they still need guidance on how to become autonomous learners during the lessons. In order to encourage students to watch the videos before coming to class, the method of not allowing students to enter class without watching the videos appeared to work for this particular group. In addition, due to their efforts in watching the videos before coming to class, they were able to engage better with the course materials and write better essays in class. Hence, this was one of the key issues in achieving success with this group.

As the results of the study also indicated, there seem to be a relationship between the amount of videos watched and the writing scores of the students. In this regard, the videos can be made more attractive by adding more questions to the videos to attract the students' attention. Moreover, those questions can be repeated as quizzes in the classroom at the beginning of each class, which can also be a review source for the participants.

### **Recommendations for Further Research**

The following recommendations are presented for research further studies which were based on the findings of the study.

1. In the current study, the relationship between the amount of videos watched and overall scores in the post-test was investigated. However, it might provide further insights for practitioners if the detailed analysis of how much the students have applied the information provided in the videos in their essays is made.
2. It was observed that the lecturer's feedback was an important factor in helping students improve their writing skills. Although FCM model helped the lecturer to create the opportunities for providing one-to-one feedback for the students, the nature and the amount of this feedback as well as its specific impact on the essays of the students need to be investigated.
3. The essay criteria used in the current study was adopted from the existing essay criteria of the department. This may have some impact on the results of the tests. Thus, criteria for evaluating essays produced specifically after watching the given lecture videos can be developed and this may result in different findings.

4. In order to increase the quality and effectiveness of the lecture videos, a criteria for evaluating lecture videos can be developed and tested to see the impact of specific characteristics of the lecture videos on the essays of the students.
5. Another avenue for further studies may be investigating the impact of such courses delivered using FCM on other language skills, such as the listening skills because in the current study's findings, participants mentioned that FCM was a great platform to improve their listening skills. Empirical studies need to be conducted to confirm this.

To sum up, this thesis has arrived at the conclusion that FCM model is beneficial for teaching and learning writing at the tertiary level in EFL classrooms. Further studies also are needed to enable us to understand the detailed impact of this model on students' learning experiences in the foreign languages.

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This image shows a full page of white paper with horizontal dotted lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



## Appendix B

### Course Outline

NEAR EAST UNIVERSITY – Faculty of Education												
Department of English Language Teaching Course Information Sheet & Course Outline												
Course Code FLE103		Course Name Writing Skills I			Credit 2		ECTS 2					
Pre-requisite: None												
Language: English		Course Type: Compulsory		Year: 1			Semester: 1					
	Class Hours		Laboratory		Practicum		Learning Sessions					
	2		2		0		PS		C	R	T	
							0		0	0	1	
Learning Outcomes		After the completion of this course, the student will be able to ▶ write a well structured essay based on a given topic/contextual information. ▶ organize paragraphs appropriately according to the type of the essay. ▶ self-correct based on the feedback provided for a given written text. ▶ write with no/minimum language errors. ▶ recognize different types of essays. ▶ develop social and cooperative skills via group work. ▶ develop self-study skills.										
Course Description		This course provides students with the necessary information on essay writing, the structure of a paragraph, the technical features of the paragraph, formal and informal letter writing. Students are expected to adopt the techniques and organizations they see to their own writing. This course includes the types of essays such as descriptive, comparative, argumentative and review essays.										
Course Objectives												
Textbooks and/or References		1	Pearson MyLab Reading & Writing Skills: Intermediate									
		2	Lecture videos via Edpuzzle									
Course Content												
Methods and Techniques Used in the Course		Pre-lesson activities: Watching the lecture videos, taking notes, answering online questions (may be embedded in the lecture videos), preparing questions for unclear issues. In-class activities: Group work, , pair and individual works										
WEEKLY OUTLINE												
Week	Date	Topic			Pre-Lesson Activities		In-Class Activities			Ref.		
1	24 Sep -28 Sep	Introduction to the course										
2	1 Oct- 5 Oct	Introduction to Flipped Learning										
3	8 Oct- 12 Oct	Paragraph Structure / Conjunctions/ Formal Writing/ Transition Words/ Paragraph development/ Essay Structure			• Watching videos about Paragraph structure, transition words, conjunctions, formal writing • Taking Notes • Answering the questions in the videos  • Watching Paragraph development and essay structure videos  • Prepare questions on unclear issues			• Choosing the topic in a paragraph • Filling in the blanks with the transition words • Writing a topic sentence • Recognizing irrelevant sentences • Putting the sentences into the right order • Writing a concluding sentence • Group discussion • Recognizing the essay types • Recognizing the thesis statements			Edpuzzle	
4	15 Oct- 19 Oct	Essay Types Introductory Paragraph, Body Paragraph, Conclusion Paragraph Thesis Statement.			• Watching videos about essay types and about introduction, body and conclusion paragraphs. • Taking Notes • Prepare questions on unclear issues			• Group discussion • Recognizing the essay types and the paragraphs of an essay. • Writing thesis statement • Organizing the paragraphs			Edpuzzle	
5	22 Oct- 27 Oct	Descriptive Essay			• Watching videos on Edpuzzle • Taking Notes • Preparing questions on			• Working in pairs • Writing descriptive essay			Edpuzzle/ Pearson (Writing a descriptive	

			unclear issues • Doing the assignment on Pearson		essay)	
6	29 Oct- 2 Nov	Descriptive Essay	• Taking Notes • Doing the assignment on Pearson • Preparing questions on unclear issues	• Working in pairs • Writing a descriptive essay • Group discussion		
7	5 Nov- 9 Nov	Comparative Essay	• Watching videos on Edpuzzle • Taking Notes • Preparing questions on unclear issues • Doing the assignment on Pearson	• Group discussion • Writing a comparative essay • Working in pairs	Edpuzzle/ Pearson (Writing a comparative essay)	
8	12 Nov- 16 Nov	Comparative Essay	• Taking Notes • Preparing questions on unclear issues • Doing the assignment on Pearson	• Writing a comparative essay	Pearson (Writing a comparative essay)	
9	19 Nov- 23 Nov ( 20 Nov- 24 Nov MT)	Midterm Exams				
10	26 Nov- 30 Nov	Argumentative Essay	• Watching videos on Edpuzzle • Doing the assignment on Pearson • Taking Notes • Preparing questions on unclear issues	• Writing an argumentative essay • Working in pairs	Edpuzzle/ Pearson (Writing an argumentative essay)	
11	3 Dec- 7 Dec	Argumentative Essay	• Taking Notes • Preparing questions on unclear issues • Doing the assignment on Pearson	• Working in pairs • Writing an argumentative essay		
13	10 Dec- 14 Dec	Review Essay	• Watching the required video and the movie • Taking Notes • Preparing questions on unclear issues • Doing the assignment on Pearson	• Group Discussions • Writing a review essay	Edpuzzle/ Movie	
14	24 Dec- 28 Dec	Review Essay	• Watching the required movie • Taking Notes • Preparing questions on unclear issues	• Group Discussions • Writing a review essay	Movie	
15	31 Dec- 4 Jan	Informal and Formal Letters	• Watching videos about complaint letter, recommendation letter (Formal Letters) and about informal letters. • Taking Notes • Preparing questions on unclear issues	• Group Discussions • Writing letters	Edpuzzle/ Pearson (Writing an informal and formal letter.)	
16	7 Jan-16 Jan	Final Exams				
Attendance: Minimum 70 %						
Assessment Breakdown		Type		%	Reference/ Source	Relevant Competencies
		1	Midterm exam	20		A1,B2,C3,G2
		2	Final exam	30		A1,B2,C3,G2
		3	Class and Online Attendance	20		C3,C2,A3,H5,C1
		4	Questions in the videos	5		B5, G2, G4,
		5	In-class activities	25		C3,C2,A3,H5, A1,B2,C3,G2,C1
	6	Pearson Assignments	10		B5, G2, G4,	
Learning Program						
Educational Tool			Amount	Student Work Load (Hours)		

Class sessions	15	$15 \times 2 = 30$
Homework (watching the lecture videos, answering online questions)	2	$2 \times 1 = 2$
Preparation for class sessions	15	$15 \times 1 = 15$
Preparation for the midterm exam	1	$1 \times 5 = 5$
Midterm exam	1	$1 \times 2 = 2$
Preparation for the final exam	1	$1 \times 5 = 5$
Final exam	1	$1 \times 2 = 2$
Total	61	
<b>Recommended ECTS Credit (Total Hours / 30):</b>	<b><math>61/30 \approx 2</math></b>	

## Appendix C

### Approval of Observation Form

## REPLY ALL, then enter your latest comment above this line ##

Your original service request is at a point where we can likely mark the ticket as solved. However, if you have other comments or needs you feel we should be addressing, the original ticket will automatically be reopened if you simply "REPLY ALL" to the last email from us.

**NATHAN C SANDERS, Jan 26, 1:43 PM MST:**

Hello,

Feel free to use the forms. All content in the Flipped Teaching course are under the creative commons license (Attribution – NonCommercial – No Derivatives). <https://creativecommons.org/licenses/by-nc-nd/4.0/> thanks,

Nate

Teaching & Learning Technologies

**ÇİŞE ÇAVUŞOĞLU, Jan 26, 4:13 AM MST:**

Dear Sir/Madam,

I am writing to kindly ask for your permission to use/adapt the documents you have on the following pages for observing flipped classrooms and surveying participant views prior to practice:

<https://utah.instructure.com/courses/311724/pages/observation-forms>

[https://docs.google.com/forms/d/e/1FAIpQLSfS5uRXeUudiSP3GJJo4SETzc9Y\\_D2-1VS6T6AN0FvuBk58sw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfS5uRXeUudiSP3GJJo4SETzc9Y_D2-1VS6T6AN0FvuBk58sw/viewform)

We will be piloting the flipped classroom model with our courses in the Spring 2017-18 semester and we would like to use these forms (or their adapted versions) to observe the classroom practices of our lecturers and survey the views of the participants as part of our research project, which will subsequently help improve the teaching and learning quality in our institution. The documents will only be used for research purposes and appropriate referencing to your institution and centre will be made in subsequent publications.

Looking forward to your response.

Best regards,

On behalf of the research team

Assist. Prof. Dr. Çise Çavuşoğlu  
Director, Centre of Excellence in Education

Vice Chair  
Department of English Language Teaching  
Near East University

## Appendix D

### Evaluation Essay Criteria

#### APPENDIX B

#### Essay Evaluation Criteria

	CONTENT		LANGUAGE
10 - 9	Writing is focused on the topic & organized to show a logical progression of ideas which are fully developed with substantial, specific & relevant support [citations, examples etc.] reflecting good synthesis of appropriate sources. Includes accurate referencing & a full bibliography.	5	Uses a good range of sentence structures and appropriate vocabulary. Only minor errors. Appropriate register.
8 - 7	Writing is focused on the topic & organized to show a logical progression of ideas reflecting some synthesis of appropriate sources. Sometimes ideas are not fully developed and / or lack adequate support. Includes accurate referencing & a full bibliography.	4	Uses an adequate range of sentence structures and mostly appropriate vocabulary. Errors do not obscure meaning. Appropriate register.
6 - 5	Writing generally focuses on the topic, but does not always reflect a logical progression of ideas and / or includes some irrelevant information or repetition. Ideas are often not fully developed and / or lack adequate support. Sources not always used appropriately or effectively. Minor errors / omissions in referencing & bibliography.	3	Uses an adequate range of sentence structures and mostly appropriate vocabulary, but errors sometimes obscure meaning OR: Although meaning is clear, range of sentence structures and vocabulary is limited and too basic for the task
4 - 3	Writing not focused on the topic and includes a lot of irrelevant information or repetition. Lacks adequate organisation and often does not reflect a logical progression of ideas. Sources often used inappropriately. Ideas are often not developed and / or not supported. Errors / omissions in referencing & bibliography.	2	Range of sentence structures is inadequate and vocabulary is often inappropriate. Meaning is sometimes unclear
2 - 1	Writing only slightly related to the topic. Poor organisation lacking logical progression and focus. Little or no attempt to use sources. Little or no attempt to develop and support ideas. Errors / omissions in referencing & bibliography.	1	Range & appropriacy of sentence structures and vocabulary is inadequate. Meaning is often unclear. OR: Evidence that parts of the writing are plagiarized or not the student's own work
0	<ul style="list-style-type: none"> <li>Totally unrelated to topic</li> <li>Insufficient writing to determine whether student was attempting to address the topic</li> <li>Copy of a published work / another students' work</li> <li>Evidence that most of the writing is plagiarized or not the student's own work</li> </ul>	0	<ul style="list-style-type: none"> <li>Incomprehensible</li> <li>Insufficient writing to evaluate</li> <li>Copy of a published work / another students' work</li> <li>Evidence that most of the writing is plagiarized or not the student's own work</li> </ul>
	USE OF FEEDBACK		PRESENTATION
3	Student has put maximum effort into the task and made full use of teacher's feedback	2	Well presented. Word processed or typed with cover page showing the title of the essay, who it is submitted by, who it is submitted to, student's course & section & date of submission. Checked for spelling & typing errors.
2	Student has put adequate effort into the task and made some use of teacher's feedback	1	Word processed or typed with cover page which may lack some of the details above. Not checked for spelling & typing errors.
1	Student has put little effort into the task and made little use of teacher's feedback	0	<ul style="list-style-type: none"> <li>No cover page. Many layout &amp; spelling errors</li> <li>Copy of a published work / another students' work</li> </ul>
0	<ul style="list-style-type: none"> <li>Student has made no attempt to use teacher's feedback</li> <li>Student did not submit a draft for feedback</li> <li>Teacher did not give feedback because the draft was submitted after a deadline</li> </ul>		

**Appendix E**  
**Observation Form**



**NEAR EAST UNIVERSITY**  
**CENTRE OF EXCELLENCE IN**  
**EDUCATION**

**Flipped Lesson Observation Form**

**Date:** \_\_\_\_\_

**# of Students:** \_\_\_\_\_

**Instructor Name:**

\_\_\_\_\_

**Class Name &/or Number:**

\_\_\_\_\_

**Faculty:**

\_\_\_\_\_

**Observer:**

\_\_\_\_\_

**VIDEO LESSON**

<u>Category</u>	<u>Yes/Mostly/ Partially/No/ Not Applicable</u>	<u>Comments</u>
<b>LESSON PLAN</b>		
<b>Warm-up/Review</b>		

Warm-up/ introductory question, statement, example, etc. to topic		
<b>Presentation Phase of Lesson</b>		
Pace of presentation supports learning  (i.e., not too fast or too slow, suitable for note taking, formulating questions, & reflection)		
Sound and visuals in the video are good quality.		
Video Engagement:  <ul style="list-style-type: none"> <li>• Presenter &amp; material engaging</li> <li>• Material organized; little repetition</li> <li>• Videos made interactive (i.e. quizzes, audio notes and other additions made to the lecture video)</li> </ul>		
Video Length:  <ul style="list-style-type: none"> <li>• Only as long as needed</li> <li>• Longer lessons (20 min+) broken into shorter topic-based segments</li> <li>• Speeches, performances, etc. left intact</li> </ul>		
<b>Teaching Technology</b>		
Content Quality/Clarity:  <ul style="list-style-type: none"> <li>• Images &amp; figures complement, illustrate, or explain material</li> <li>• Visuals uncluttered (e.g., appropriate amount of text displayed at one time)</li> <li>• Format of presentation matches content (e.g., can see face pronounce words for linguistics, equations completed on screen for math)</li> </ul>		
Technical Quality & Accessibility:  <ul style="list-style-type: none"> <li>• Students able to see &amp; hear everything they need</li> <li>• Video easily accessible (no broken links or special software required)</li> </ul>		

<p><i>(for videos presented by someone other than instructor)</i></p> <ul style="list-style-type: none"> <li>• Video matches content &amp; method used by instructor</li> <li>• Video made interactive through quizzes, audio notes, extra lecture notes</li> </ul>		
<b>Wrap-up</b>		
Closes lesson appropriately (e.g., tie to or preview of next in-class meeting or video lesson; how students can be prepared for next in-class meeting)		



## **FACE-TO-FACE APPLICATION**

<b>LESSON PLAN</b>		
<b>Warm-up/Review</b>		
Warm-up/ introductory question, example, activity, etc. to topic		
<b>Practice Phase of Lesson</b>		
Effective use of time: <ul style="list-style-type: none"> <li>• Adequate time provided for completion of activities</li> <li>• Promptly moves on as students complete activity</li> </ul>		
Encourages preparation: <ul style="list-style-type: none"> <li>• Provides incentive for students coming to class prepared (e.g., written piece completed before class, short quiz, activity utilizing content from video lecture)</li> <li>• Refrains from repeating content covered in video lecture</li> </ul>		
Teaching techniques: <ul style="list-style-type: none"> <li>• Uses variety of teaching techniques (e.g., discussion, demonstration, small group work, etc.)</li> <li>• Changes teaching technique every 15 to 20 minutes</li> <li>• Students do whatever they can do without instructor (i.e., instructor only does what students cannot do)</li> </ul>		
Technology use in: (technology based quizzes, simulations, animations, assessment tools, Web 2.0 tools, etc.)		
Appropriate activity selection: <ul style="list-style-type: none"> <li>• Activity supports success with learning objective(s)</li> <li>• Activity appropriate for level of students (e.g., not too simplistic or advanced)</li> </ul>		

<ul style="list-style-type: none"> <li>• Activity provides application component (e.g., students can connect theory to practice)</li> <li>• Ends with activity debrief (i.e., takes a moment to make sure students have made connection between activity &amp; course concept)</li> </ul>		
Lesson engages higher level cognitive abilities (e.g., analyzing, evaluating, creating)		

<b>INSTRUCTOR INTERPERSONAL SKILLS</b>		
Instructor presence: <ul style="list-style-type: none"> <li>• Appears/sounds excited about/interested in material</li> <li>• Body language indicates confidence, willingness to engage, comfort in instructor role</li> </ul>		
Knows or is learning student names		

<b>STUDENT BEHAVIOR</b>		
Maturity & Integrity:  Students... <ul style="list-style-type: none"> <li>• Are attentive (e.g., not chatting or surfing the web)</li> <li>• Appear to be prepared</li> </ul>		
Student Questions & Comments... <ul style="list-style-type: none"> <li>• Initiate or lead to discussion</li> <li>• Involve thoughts about or connections to content</li> <li>• Arise from higher level learning</li> </ul>		

<b>INSTRUCTOR-STUDENT &amp; STUDENT-STUDENT INTERACTION</b>		
Checks or is aware when students are lost, hurried, etc. (e.g., asks content comprehension questions, monitors during group work)		

<p>Questioning Style:</p> <ul style="list-style-type: none"> <li>• Asks one question at a time</li> <li>• Questions are clear</li> <li>• Provides ample wait time (10 secs) for student answers before repeating, responding, or moving on</li> </ul>		
<p>Student Engagement:</p> <ul style="list-style-type: none"> <li>• More than just a few students ask questions/participate in discussion</li> </ul>		
<p>Fostering Participation:</p> <ul style="list-style-type: none"> <li>• Asks variety of question types (e.g., factual, application, opinion, critical)</li> <li>• Builds off student answers/comments</li> <li>• Encourages dialogue/discussion/ student-student interaction</li> </ul>		

## **Appendix F**

### **Interview Questions**

#### **Interview Questions for Students on Flipped Classroom Project**

1. How did the lecture videos affect your learning?
2. Does learning through the video before the lecture save time or waste time? Why?
3. Were the activities you did before the class useful? Why? Why not?
4. Were the activities you did in the classroom useful? Why? Why not?
5. In which model do you feel comfortable (flipped Vs traditional)? Why?
6. Do you think flipped classroom is suitable for learning writing or not?
7. What are your suggestions to continue this kind of learning?
8. What were the benefits of flipped classroom application?
9. What are the difficulties that you faced during the application?
  - Materials
  - Access
  - Classroom contact hours
  - Others ....
10. How was your learning affected ?

## **Appendix G**

### **Consent Form**

#### **Students' Perceptions and Level of Achievement in a Flipped Writing Classroom**

The aim of this study is to understand students' perceptions and level of achievement in a writing course designed with the flipped classroom principles. The study's focus is on the student's perception and level of achievement. To collect the data, three tools will be used. The participants will be asked to write an essay at the beginning and at the end of the course. These essays will be part of the course requirements. All class hours will be observed to see how the activities will be done in the class and how flipped classroom is being implemented. At the end of the course, participants will be interviewed to get their perceptions related to their experiences in the course. These interviews will last for about 30-45 minutes and will be audio-recorded.

Lead Researcher: Fatimah Saadi Ali, MA student, Department of ELT, Near East University

E-mail: [hababan57@gmail.com](mailto:hababan57@gmail.com)

Phone Cyprus: +905428892822

Phone Iraq: +9647507986882

Supervisor/Research Team: Assoc. Prof. Dr. Çise Çavuşoğlu, Supervisor, Department of ELT, Near East University

E-mail: [cise.cavusoglu@neu.edu.tr](mailto:cise.cavusoglu@neu.edu.tr)

Phone: 0090 4440638 - Ext. 5334

- I have read the information about the purposes of the study and I have no questions related to them.

- I am aware that pre-post test scores will not be used as a part of the assessment for FLE103 – Writing Skills I course.
- I understand that all personal data and real names will be kept confidential.
- I understand that interview recordings and any other participation will only be used for research purposes and will have no impact on my grades in my courses.
- I understand that my participation is voluntary and I can withdraw from the study at any time I want by informing the researchers.
- I agree to take part in the pre-post tests and the interviews as indicated on this form as a part of the study.

I have read the information on the study. By signing below, I acknowledge that I agree to take part in this study.

Name of participant

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix H

### Ethical Approval



YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

18.09.2018

Dear Fatimah Saadi Ali

Our committee has reviewed the application numbered NEU/EB/2018/188, titled “**Students’ perceptions and level of achievement in a flipped writing classroom**” to be conducted Fatimah Saadi Ali from the Department of English Language Teaching, Graduate School of Educational Sciences, under the supervision of Assoc. Prof.Dr.ÇiseÇavuşoğlu, and has decided that the study can proceed to data collection without any amendments.

Doçent Doktor Direnç Kanol

Bilimsel Araştırmalar Etik Kurulu Raportörü

*Direnç Kanol*

## Appendix I

### Turnitin Similarity Report

ORIGINALITY REPORT			
<b>20%</b>	<b>13%</b>	<b>6%</b>	<b>17%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	Submitted to Yakın Doğu Üniversitesi Student Paper		3%
2	bspace.buid.ac.ae Internet Source		1%
3	www.tandfonline.com Internet Source		<1%
4	repository.unair.ac.id Internet Source		<1%
5	litu.tu.ac.th Internet Source		<1%
6	repositorio.ufsc.br Internet Source		<1%
7	Deniz Ozcan, Kenan Kayadelen. "Special Education Teachers and Their Opinions about the Education of Gifted Students", Procedia - Social and Behavioral Sciences, 2015 Publication		<1%
8	ijlcnet.com Internet Source		<1%



9	<a href="http://mjltm.org">mjltm.org</a> Internet Source	<1 %
10	Submitted to Middle East Technical University Student Paper	<1 %
11	<a href="http://es.scribd.com">es.scribd.com</a> Internet Source	<1 %
12	Submitted to Bahcesehir University Student Paper	<1 %
13	<a href="http://www.journal.au.edu">www.journal.au.edu</a> Internet Source	<1 %
14	<a href="http://ijllalw.org">ijllalw.org</a> Internet Source	<1 %
15	Hanoi University Publication	<1 %
16	<a href="http://ore.exeter.ac.uk">ore.exeter.ac.uk</a> Internet Source	<1 %
17	<a href="http://academypublication.com">academypublication.com</a> Internet Source	<1 %
18	Submitted to University of Sheffield Student Paper	<1 %
19	Submitted to Intercollege Student Paper	<1 %
20	<a href="http://pt.scribd.com">pt.scribd.com</a>	

	Internet Source	<1 %
21	<a href="http://www.e-iji.net">www.e-iji.net</a> Internet Source	<1 %
22	Submitted to University of Sunderland Student Paper	<1 %
23	Submitted to Laureate Higher Education Group Student Paper	<1 %
24	<a href="http://www.academypublication.com">www.academypublication.com</a> Internet Source	<1 %
25	<a href="http://onlinelibrary.wiley.com">onlinelibrary.wiley.com</a> Internet Source	<1 %
26	<a href="http://www.scribd.com">www.scribd.com</a> Internet Source	<1 %
27	Submitted to University of Surrey Student Paper	<1 %
28	Submitted to University of Birmingham Student Paper	<1 %
29	Submitted to Karadeniz Teknik University Student Paper	<1 %
30	Nathan C. Snyder. "chapter 3 Teachers' Perceived Advantages and Disadvantages of Using Flipped Classrooms in ELA and Non-ELA Classrooms", IGI Global, 2017	<1 %

## Publication

31	Submitted to British University In Dubai Student Paper	<1 %
32	ir.swu.ac.th Internet Source	<1 %
33	waikato.researchgateway.ac.nz Internet Source	<1 %
34	Submitted to University of Nottingham Student Paper	<1 %
35	Submitted to Hankuk University of Foreign Studies Student Paper	<1 %
36	Submitted to University of Leicester Student Paper	<1 %
37	Submitted to Sohar University Student Paper	<1 %
38	www.ifets.info Internet Source	<1 %
39	Submitted to Universiti Sains Malaysia Student Paper	<1 %
40	theses.whiterose.ac.uk Internet Source	<1 %
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