

The Effect of Flipped Learning Strategy on Improving Jordanian EFL Learners' Writing Achievement

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ABSTRACT:

The study aims at measuring the impact of flipped learning strategy (FLS) on improving EFL learners' writing achievement. The researcher selected a sample of 100 EFL students at Al-Balqa Applied University in Jordan. The researcher divided the participants into experimental group and control group. The researcher used a pre-test to achieve equivalence and a post-test after implementing the treatment to find out which strategy is more effective. The results of the study indicated that FLS is more effective in teaching essay writing. The study suggested a number of implications for future research.

Keywords: flipped learning; essay writing; EFL

1. Introduction

1.1 Overview

It is important to learn the four skills (listening, speaking, reading, and writing) to master the English language. Writing is the most difficult skill in English because it requires mental and physical effort. (Hayes, 1996) claimed that writing is a complex process that requires cognitive, linguistic, and resources. Learning writing skills in a foreign language is important for many reasons. In the English classroom, students are required to use writing during learning the other skills of English and it is also a product that is important to communicate with the teachers and students. Besides, it is essential for communication in life

and used to express our thoughts. To conclude, it is important in all sectors and fields of life.

Writing is a graded skill so before teaching students how to write compositions, they should teach them how to write paragraphs and before teaching them paragraphs, they should teach them how to write sentences and so on. From the researcher's point of view, teaching how to write an essay is important to help EFL students study the other courses either the literature courses or language courses. However, the researcher noticed that most students at Ajloun University College face difficulties while writing essays such as applying the major elements of the essay, translating their ideas into meaningful text, or

making many mistakes in the mechanics of writing.

Since learning writing is important in EFL class and because of the problems that face students in writing, lecturers should use suitable strategies to teach writing effectively. Many researchers have conducted studies using either traditional strategies or online methods. In recent years, there is a need to combine the conventional method like the lecture method in a class with online one to make use of the benefits of both methods and to change the role of the instructor from a controller to helper, especially in CORONA epidemic. So, using strategies that use the technological devices represented in online instruction with lecture method becomes necessary such as flipped strategy.

The flipped strategy was used by many educators such as Lage, Platt, Teglia, Jonathan and Aaron Sams, and Fahim. It transfers students' ideas effectively and delivers educational knowledge before attending the lecture. By saving time of new concepts, the students can use the time in the class to go deeply into the topic. The pre-session content could be reading materials, or digital learning objects like videos, podcast, and websites. Strayer (2012) claimed that students in this Flipped mode are exposed to course material outside of the classroom before engaging deeper into it. Many researchers recognized different advantages of using flipped strategy in the learning process such as (Meyers & Jones, 1993) or EFL classrooms such as Sarpparaje, Jeyasala, Rathiga, and Sasirekha, 2018 & Hsieh, Wu, & Marek, 2017). It promotes active learning for learners and gives them enough time for practical learning, and transforms the educational experience. Moreover, through FL strategy

students are motivated because FL strategy is based on both individualization and cooperation as compared to the traditional learning model. Additionally, it enables students to access knowledge at a time, speed, and location that is appropriate for their comprehension of the subject matter. But the primary benefit of the flipped approach is to provide a more in-depth learning experience during lecture. In other words, when the learners build pre-knowledge outside the session by covering part of the session's learning objectives such as remembering, and understanding (lower-order cognitive skills), they can apply, evaluate, and create in the session (higher-order cognitive skills).

For the above reasons, further studies need to be investigated to find out the impact of Flipped Learning on university or school students on English achievement in general and writing in particular. Thus, the researcher conducts the present study to get benefits from using the lecture traditional method in the class and using technology at home in learning essay writing.

1.2 The purpose and question of the study:

The aim of the present study is to find out the impact of applying the Flipped strategy on improving EFL learners' writing achievement at Al-Balqa Applied University in Jordan. Thus, the main aim of the study is to answer:

- What is the effect of the FL strategy on improving Jordanian EFL students' essay writing?

1.3 The importance of the study

There are no studies that have been conducted on the effect of using the flipped strategy on English writing in the context of Jordan. The current study is very important and useful for the

lecturers and students because they can get benefits from the action procedures of applying flipped strategy in the EFL classrooms and other classes. Besides, researchers and educators can use the experimental findings of the study and its recommendations in future research to improve students' performance.

1.4 Limitation of the Study

The study is limited by the participants of the study are the 2nd year EFL learners who study in Al-Balqa Applied University and the designed program.

2. Literature review

Many researchers claimed the advantages of using flipped strategy on the learning and teaching process in many fields. For example, Alashqar (2022) investigated the impact of using Flipped Strategy via Facebook on mathematics achievement, and Cheng et al. (2017) investigated the impact of using Flipped Strategy on mastery of histology among medical students. The findings of both studies showed the positive effects of using flipped strategy. In addition, many studies have been conducted that aimed at findings the students' and parents' Attitudes toward the Flipped Classroom Strategy such as (Khasawneh & Aljarrah, 2022 & Aburayash, 2021). The related studies also found positive attitudes toward using flipped strategies in the teaching and learning process. A few research investigated the effect of using flipped strategy in teaching and learning English. The efficiency of applying the Flipped strategy in an English for Academic Purposes class is examined by Soliman (2016). After gathering and analyzing the obtained data, the study found that flipped strategy affects positively students' learning because it improves

their problem-solving techniques and their collaboration abilities. In addition, (Ngo& Yunus, 2021) conducted a survey study to analyze 18 articles. The finding of the study concluded that flipped strategy brings advantages to English language teaching and learning practice.

In the writing context, the researcher has found several studies about the impact of FS on writing. He found a unique study conducted in the year 2021 that done by Daulay et al. (2021) who carried out a study about the impact of flipped strategy on English learners' Writing Achievement. Forty diploma students, divided into two groups (experimental and control). The pre-test and post-test data were gathered and examined. Then, the result of the study suggested that the experimental group's score mean was greater than the control group's score mean. Moreover, the researcher has found five up-to-date studies conducted by several researcher in the year 2024. First, Alpat & Görgülü (2024) discovered the impact of Flipped Classroom on Writing Skill and Critical Thinking Level. Fifteen students were distributed in experimental group and a control group. After analyzing of qualitative and quantitative data, the researcher found that the Flipped Classroom survey shows that learners play a crucial role in shaping the new instructional approach based on their perspectives. Second, Ouraho & Mesrar (2024) investigated a case study about the effect of FLS on Students' Expository Essay Writing. Sixty students in Morocco were distributed into an experimental group and a control group equally. After analyzing the Pre- and post-tests by using SPSS 19, the results of the study showed FC model enhanced writing skills. Third, Ariani, F. et al. (2024) assessed the effect of FLS on student English writing proficiency. The

researcher adopted one of a quasi-experimental designs and the instrument of the study was a questionnaire that 48 FDC students and 51 controls responded on. The results of the study also shows positive effectiveness due to using FDC. Fourth, Hava (2024) reviewed and analyzed thirty studies about Flipped strategy. The researcher focused on the analysis of the research contexts, approaches and areas of interest, and education management systems. The results also shows that the flipped learning enhanced students' writing. Finally, Vahedi (2024). Investigated a study to find out the impact of FLS on students' writing skill. To achieve the purpose of the study, the researcher selected 24 studies. The finding of the study was also showed that FLS significantly enhanced the development of students' writing skills. In the Jordanian context, no studies could be found about using Flipped strategy in teaching and learning English. But, some researchers carried out some studies about the role of blended learning in enhancing learning English such as (Al Bataineh, Banikalef & Albashtawi, 2019; Bataineh & Mayyas, 2017; Fakhir, 2015& Alzu'bi, 2020). It is clear from the related studies that the flipped strategy improves students' achievements in many fields and EFL learners' achievements in writing. Moreover, students have positive attitudes toward using flipped strategy in their classes. So, the researcher conducted the study aims to show the impact of FLS on enhancing Jordanian EFL learners' writing.

3. Methods

3.1 Sample of the Study

The researcher selected 100 EFL students who study Essay Writing course in the second year at

the English language and literature department at Al-Balqa Applied University/ Ajloun University College. They were enrolled equally in a control group consisted the experimental group in the 1st semester of 2023/2024. The students were chosen from the population of the study randomly.

3.2 Instrument

The investigator designed an instrument which was a test to evaluate the students' achievement in writing essays. The assessment compared the results of two different groups during both the initial and final tests to produce an essay (see appendix C). It consists three themes tailored to the students' levels to produce a perfect essay of 5 paragraphs. The researcher applied the same test two times; as a pre-test to be sure that both groups were equivalent and as a post-test to find out the differences between both groups. The researcher used an essay rubric to correct the students' compositions. So, the mark of the test is distributed according to the elements of essay (introductory paragraph, supporting paragraphs, concluding paragraph) and mechanics of writing.

The researcher asked a number of experts to achieve the validity and the he produced the final draft after following their comments. Also, he checked the required reliability.

3.3 Statistical Treatment

T-test was used to find the differences between the two groups by calculating the standard deviations and means scores then compare between both groups to find the effect of using Flipped Strategy in teaching essays writing.

3.4 Procedures of the Study

To apply the study, the researcher used the

following main procedures:

1. To ensure that both groups are equivalent, students completed a pre-test.
2. The traditional group learned to write different types of essays using the conventional teaching method in the classroom.
3. In contrast, the experimental group learned to write different types of essays using flipped learning strategy (lecture and online instruction). Online learning activities are introduced to the students. The researcher utilized the official e-learning system designed by Al-Balqa Applied University and other extra tools such as movies, PowerPoint, URL links, chatting, e-assignments,

and using students' smartphones and laptops.

4. After implementing the treatment, the learners in both groups accomplished a post-test to find out the impact of FLS and conventional learning method on student's writing achievement.
5. A t-test was used to assess and discuss the post-test results.

4. Result & Discussion

Firstly, to find out the equivalence between both groups are equivalent, the pre-test was calculated as indicated in Table 1.

Table 1: Results of T-test on the essay writing pre-test between the control and experimental Groups

	Strategy	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pre	Control	50	24.42	6.43362	.126	98	.900
	Flipped	50	24.58	6.26975			

Table 1 shows that the experimental group's pre-test mean score was somewhat comparable to the control group's mean score (24.42; 24.58). It shows that grammar's T value was (.126). So, both groups are equivalent since it is not statistically

significant at ($\alpha \leq 0, 09$).

Table 2 shows the result T test statistical procedure to assess the significance of these differences between the mean scores of the two groups on the essay writing in the post-test.

Table 2. Results of T-test on the writing Achievement on the Post-test between the Two Groups of the University Stage

	Strategy	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pre	Control	50	25.88	5.68794	5.386	98	.001
	Flipped	50	30.92	3.37965			

According to Table 2, writing's T value was (5.386). Therefore, at ($\alpha \leq 0, 09$), it is statistically

significant. Additionally, the experimental group's mean score was (30.92), whereas the control

group's mean score was (25.88). It indicates that the experimental group (using the flipped writing method) had significantly higher mean scores than the control group.

As shown above, the findings indicate a significant statistical differences in favor of the Flipped Strategy. The researcher expected this result because of the features of Flipped Strategy. First, FL based on integration technology into the curriculum either inside classroom or outside so all students can improve their language learning because FL enables them to navigate their methodical challenges and to provide student-centered learning experiences. Second, the flipped approach adds more worthwhile activities to their class time. Third, FL assists instructors to teach their learners higher-order thinking skills and enhance their classroom activities by using the recordings.

Fourth, FL required students to interact with the content both before and during class. For example, before attending their class, they use the internet to familiarize themselves with key concepts connected to the essay topic and brainstorm ideas so it encourages the individual learning. During class, students participate and discuss with their classmates so it encourages the cooperative learning. To summarize, FL enables the English lecturers to address their individual student needs.

The result the question is consistent with the

related studies mentioned in the study. The results of the previous studies indicated that the FLS effects on the learners' writing skill positively. All of the studies agree that FL can improve EFL essay writing because of its features which mentioned in the present study.

5. Recommendations

1. The English instructors at universities are advised to use Flipped strategy based on their students' interests and levels of achievement.
2. Educators are urged to participate in various training sessions offered by their universities about using Flipped strategy and Blended learning to enhance their understanding of modern English teaching methodologies.
3. Researchers may investigate additional studies in other regions and areas to get a broader understanding of which strategy proves effective in teaching writing in Jordan. Besides, they can carry out similar studies on different students' levels.

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