



The Impact of Flipped Classroom Model on Kurdish EFL University Students' Writing Skill

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Abstract

Flipped Classroom Model (Henceforth FCM), as one of the teaching methods that has a strong link with technology, emerged and gained popularity in the past few decades. Many previous studies show the effectiveness of FCM in developing students' abilities in different fields of science, including language learning. The current study aims to investigate the impact of FCM on Kurdish EFL university students' writing skill. It also aims to reveal the impact of FCM on enhancing Kurdish EFL students' autonomy, motivation, student-student and student-teacher collaboration and interaction. The participants of the study were 60 first-year students of English Department, College of Education, Charmo University in Kurdistan Region of Iraq. The study took place in the second semester of the academic year of 2021-2022. The participants were divided into a control group (n. 30) and an experimental group (n. 30). Both groups were taught the writing skill as a subject by the same teacher (researcher) for 15 weeks. The study's data were collected through pre- and post-tests, a questionnaire and an interview. The SPSS analyses of the writing skill pre- and post-tests show statistical significant differences between the two groups' achievements in favor of the experimental group students ($T=4.252$, $P=0.0007$). Besides, the questionnaire and interview results found that FCM has an effective role in improving the students' autonomy, motivation, student-student and student-teacher collaboration and interaction. The study recommends utilizing FCM in teaching other language skills and sub-skills such as speaking, reading, grammar and vocabulary.

Keywords: Flipped Classroom Model (FCM), Writing Skill, Autonomy, Motivation, Collaboration, Interaction.

1. Introduction

Technological developments play paramount roles in human beings' lives, making life much easier. Technology has become an inseparable part of people's life and professions, including teaching and learning. In fact, the emergence of the internet, google, YouTube, and many other platforms were a revolution that affected the processes of teaching and learning significantly, especially in developed countries. To meet the demands of the new era in education, FCM emerged that relies heavily on the use of technology in teaching and learning.

1.1 Definitions of Flipped Classroom Model:

FCM, which is also known as an inverted classroom (Bates and Galloway, 2012), backward classroom (McLaughlin et al., 2014), upside-down classroom (Zhang et al., 2014) and reversed classroom (Halili and Zainuddin, 2015), has been defined differently by different writers in the field. Bergmann and Sams (2014), as two pioneers of FCM, believe that there is not one single definition of FCM. They state that flipping of time and place of giving lectures and home works are two major elements of FCM. In a similar vein, Dewey (2013) suggests that there is no single way of flipping that suits every single context of teaching. Regarding the definition of FCM, Bergmann and Sams (2012: p.13) define it as anything that is "traditionally done in class is now done at home, and that which is traditionally done as



homework is now completed in class". In addition, (Khalil and Fahim, 2017) define flipped classroom as "an alternative model of instruction in which digital technologies are used to shift lectures out of the class hours in the form of screen-cast videos to introduce a new concept." Similarly, for Berrett (2012) FCM is a model that lets students gather a large amount of information outside the class. Besides, Abeysekera and Dawson (2014: p.6) define FCM as "a set of pedagogical approaches that: (1) move most information-transmission teaching out of class; (2) use class time for learning activities that are active and social and; (3) require students to complete pre- and/or post-class activities to fully benefit from in-class work."

In a nutshell, in FCM, the teacher sends prepared video lessons (whether created or curated), through multimedia, e.g. emails, to the students prior to the class time. The students watch the videos on their own pace and convenience. While in class, the students are already exposed to the materials to be studied. Thus, class time is mainly used for hands-on activities, discussions, answering students' questions, group work exercises and active learning.

1.2 Historical Background of Flipped Classroom Model:

The idea of making students ready for the classroom activities prior to class time is not new; but it has been there for decades. In 1900s, at the University of Harvard, the flipping classroom was implemented. A university professor at the college of law had the students read cases prior to class time; while in class, they discussed the cases together, and raised questions and answers. Besides, in 1991, Eric Mazur, the Harvard University physics professor, used an approach of teaching that he called 'Peer Instruction'. He asked his students to read the textbook and his notes before the class time; while in class, he and his students negotiated and asked questions about what they have already read and prepared. Mazur calls this 'teaching-by-questioning rather than teaching-by-telling' (Mazur, 2013). Moreover, in 2001, the Massachusetts Institute of Technology (MIT) designed a resource for the students called 'Open Educational Resource' that books, videos and other materials were provided to the students prior to class time; and it is considered as something that affected the emergence of flipped classroom model (Bishop and Verleger, 2013). Similarly, Lage et al. (2000) suggested using media such as computer VCRs to present information to students outside the classroom.

In the 21st century, FCM, as a model for teaching, started with two American chemistry teachers in the USA namely Jonathan Bergmann and Aaron Sams. They state that they taught in the same school and suffered from their students missing classes for various reasons such as participation in sport, activities and the school's being far away from the students, etc. This made the students not to catch up with their duties and, as a result, they got behind in their classes. In 2007, Bergmann and Sams started recording their live videos and posted the lectures online to their students. Thus, the students who missed classes did not need to ask their classmates or teachers about what they had missed. Instead, they received the missed classes online and they could watch them at their own pace (Bergmann and Sams, 2012).

Additionally, to support the implementation of FCM, in 2008, Salman Khan, an MIT (Massachusetts Institute of Technology) graduate, designed and created an online resource providing library, called 'Khan Academy', that provides free tutoring videos on almost every field of academic subjects (Ash, 2012). In addition, Flipped Learning Network (FLN) was started by Bergmann and Sams in 2012, which offers assistance and resources to those teachers flipping their classes (Handen et al., 2013 cited in Logan, 2015).

To sum up, the idea of flipping classes has been around for many decades, if not centuries, as the main point of flipping classes is providing more time in the class for discussions, interactions and collaboration between teachers and students and students themselves. Bergmann and Sams integrated technology into their flipped classrooms to teach chemistry.



Consequently, the idea has been spread to teaching other subjects including the English language; that was to meet today's students' needs and requirements.

1.3 Theories and Approaches that Affect Flipped Classroom Model:

It is believed that FCM, whether directly or indirectly, has strong ties with a number of theories, approaches and methods of teaching. In Bergmann and Sams' views, in FCM, the focal focus is shifted from the teacher to students (2012). In other words, in FCM, students are involved and engaged with active learning aiming at discovering knowledge by themselves via discussions and collaboration with their teacher and peers in the classroom (Bergmann and Sams, 2012; Hamdan et al., 2013). Moreover, it is asserted that FCM is based on and/or closely linked to Vygotsky's constructivist theory since, while flipping, students are active learners and are deeply engaged in the process of learning (Bishop and Verleger, 2013; Jarvis et al., 2014; Karaaslan and Celebi, 2017). According to constructivism principles, students should gain knowledge through experience, interaction and reflection; it is seen as the heart of constructivism (Vygotsky, 1978 cited in Bereiter, 1994; Kumar and Teotya, 2017). On the other hand, FCM shares many of its principles with Communicative Language Teaching (CLT). Elements such as learner autonomy, learner centeredness and learning by doing are key principles of CLT (Larsen-Freeman and Anderson, 2011). Similarly, Qadir and Arslan (2019) believe that FCM focuses much on the above principles and attempts to make the students the centre of the class, autonomous and engaged in learning new information. In addition, Salih and Khalaf (2017) state that the use of technology and making learning personalized through learning by doing are also two shared points of CLT and FCM. Furthermore, Brame (2013) asserts that FCM has strong links with Bloom's revised taxonomy. Additionally, it is further believed that, in FCM, the two lower levels of cognitive work, remembering and understanding, are done outside the classroom by students while the other four levels of cognitive works, applying, analysing, evaluating and creating are done inside the class where the students have their peers and teacher's support (Brame, 2013; Eppard and Rochdi, 2017).

To sum up, FCM has taken benefit from various principles of various theories, approaches and methods. It encompasses numerous techniques that may change from one context to another. However, the main theory that is considered to affect FCM dramatically is constructivism.

1.4 Teacher and Students' Roles in Flipped Classroom Model

In traditional classrooms, teachers are usually the center of the class. They give commands and directions which the students fulfil without negotiation. On the other hand, in the new methods of language teaching that emerged in the past few decades, students are no longer passive receivers of information in the class; rather, they are active learners and the center of the class. Besides, teachers are no longer transmitters of knowledge; but they are facilitators and guides (Larsen-Freeman and Anderson, 2011). King (1993) emphasizes changing the teacher's role in the class from 'sage on the stage to guide on the side.' Moreover, according to Educause Learning Initiative (2012), in FCM, "during the class sessions, instructors function as coaches or advisors, encouraging students in individual inquiry and collaborative effort." Besides, the teacher guides the students and offers formative assessments and feedback (Al-Mofti, 2020). In addition, in FCM, the responsibility of learning is given to the students themselves. They become more autonomous and have the burden of learning on their shoulders. In Han's (2015) views, in FCM, the students will no longer have passive roles in class; rather, they are motivated to learn by themselves outside the classroom. Similarly, Alvarez (2011) inserts that students not only have the opportunity to learn, but they evaluate their own learning as well. Further, Farah (2014) states that students learn through



involvement, engagement and learning by doing, rather than being passive listeners to the teacher.

Finally, in FCM, students have active roles inside and outside the classroom. They are no longer passive receivers of knowledge. Contrarily, they take responsibility for learning, become autonomous and rely on themselves, their peers and their teachers. On the other hand, the teacher's role changes from authority and centre of the class into facilitator, guide, helper, mentor and etc.

1.5 The Writing Skill

Language consists of four major skills in which listening and reading are classed as receptive skills while speaking and writing are grouped as productive skills (Scrivener, 2011; Ur, 1991; Nunan, 2015). Compared to the other skills, writing is viewed as a difficult skill to be fully mastered not only for second/foreign language learners but also for native speakers; that is owing to issues such as cohesion and fluency (Nunan, 1999). To Celce-Murcia (2001), a reasonable coherence and accuracy in writing is something that is never achieved by many native speakers of English. Besides, a point that differentiates writing from the other skills is that writing "cannot normally be picked up but ... has to be systematically taught. This means that we actually need to devote much attention to teaching it, even though it is actually used by most people far less than the other skills" (Ur, 2012: p. 151). Moreover, to Hedge (1988 cited in McDonough and Shaw, 2003: p. 158) the complexity of producing pieces of writing is similar to "crafting, ... in which a writer puts together the pieces of the text, developing ideas through sentences and paragraphs within an overall structure." Besides, writing is also classed as challenging by Alsamdani (2010) as it involves many sub-skills such as thesis statement, writing supporting details, reviewing, drafting and editing. Regarding the stages of producing a decent piece of writing, the writer should be aware about many aspects such as aim of the writing, audience, lexis, punctuation, spelling, paraphrasing and etc. (Abu-Rass, 2001). Similarly, Tribble (1996 cited in Harmer, 2007) believes that, while writing, the writer needs to go backwards and forwards between the stages of drafting, reviewing, re-drafting and writing in a recursive way. For Ur (1991) writing is called a 'messy business' since most writers first produce a number of untidy drafts, then reach a final version. Further, Scrivener (2011: p. 235) states that writing "involves a different kind of mental process. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and to find alternative and better solutions".

To sum up, it can be stated that writing skill is a difficult skill for learners and teachers alike. In case of foreign language students, they need to try hard to develop it well. Besides, teachers should pay a special attention to teaching it as it is more difficult than the other skills.

1.6 Previous Studies

Many previous studies demonstrated the effect of FCM on developing students' abilities and achievements in different fields of science. Also, their results showed students' positive perceptions about FCM implementation in their classes. In relation to teaching English as a second/foreign language, the studies of Farah (2014) in United Arab Emirates on students' writing skill, Basal (2015) in Turkey, Leis et. al. (2015) in Japan on composition writing, Ahmad (2016) in Egypt on listening comprehension, Zainuddin (2017) in Indonesia on general English course, Ekmekci (2017) in Turkey on writing skill, Kirmizi and Komec (2019) in Turkey on vocabulary learning, Qader and Arslan (2019) in Iraq-Erbil on writing skill, Al-Mofti (2020) in Iraq on pronunciation, Najmi (2020) in Saudi Arabia on English language in general, Al-Nabi (2020) in Oman on grammar, and many others clearly show the effectiveness of FCM in English language classes and/or students' positive perception on FCM.



2. Methodology

In this study, two teaching models were used to teach the students, FCM and traditional teaching. Thus, the study's independent variables are FCM and Traditional Teaching Model. On the other hand, students' academic achievement and their perceptions on FCM's effect on improving their motivation, autonomy, student-student and student-teacher interactions and collaborations are dependent variables of the study. The same teacher, in case of this study the first researcher, taught both groups writing skill. Both groups studied the same syllabus and content over 15 weeks of semester two, including the exams.

2.1 Aim of the Study

This study aims to determine the effectiveness of FCM in improving Kurdish EFL students' writing skill. It also aims to reveal FCM's impact on improving the students' motivation, autonomy, student-student and student-teacher interactions and collaborations.

2.2 Research Questions

This study attempts to answer the following research questions:

- 1- What effect does FCM have on Kurdish EFL students' writing skill achievement?
- 2- What is the impact of FCM on enhancing Kurdish EFL students' motivation, autonomy, student-student and student-teacher interactions and collaborations?

2.3 Hypotheses

The researcher's hypotheses are as follows:

- 1- FCM implementation improves Kurdish EFL students' achievements significantly in the writing skill.
- 2- FCM enhances Kurdish EFL students' motivation, autonomy, student-student and student-teacher interactions and collaborations.

2.4 Procedure

Prior to the start of the second semester, 15 video lessons were recorded by the researchers. Each video lesson lasted between 12-18 minutes. The content of all the video lessons were related to improving the students' writing skill that included topics such as sentence writing, types of sentences, punctuation and capitalization, subject-verb agreement in sentences, parts of a good paragraph, characteristics of a good paragraph, topic sentence, major and minor supporting sentences, concluding sentence, transitional words use, descriptive and opinion paragraphs and etc. In the first lecture, the students were introduced to FCM and its requirements. Also, the students' consent was taken to be taught through FCM and to take part in the data collection process. Besides, the students were divided into six groups, each group including five students. According to Harmer (2007), having around 5 students in 1 group leads to greater participation and engagement. So, within 15 weeks of semester two, the students were sent one video lesson per week a few days prior to the actual class time. The students were required to watch the video lessons outside the classroom, e.g. at home, before the class period. While watching the video lessons, they were required to write notes and questions to be discussed in the coming class. Moreover, every lesson started with a quiz about the content of the video lesson sent to the students in advance. The quizzes were utilized to guarantee that the students watch the video lessons as there were marks on them. After the quiz, the students and the teacher discussed the questions and comments together collaboratively. After that, the students practiced what they have studied through fun based activities and group competitions. A beneficial, friendly and fun environment was created for the students where the teacher was a guide and facilitator in the classroom. He moved around the groups, answered the students' questions and gave feedback instantly. Later, the exercises in the book were done together cooperatively. If there was a need for lecturing on small parts of the lesson, though it happened occasionally, the teacher did not hesitate to do so to save time and more understanding.



2.5 Tools of Data Collection

In order to gather adequate data for the current study, a mixed-methods approach has been used, including pre- and post-tests, a questionnaire and a semi-structured interview. Needless to say that tests and questionnaires are classed as quantitative tools of data collection whilst interviews and observations are classed as qualitative methods of data collection (Cohen et al., 2007; Mackey and Gass, 2016). Nowadays, the use of a mixed-methods approach is highly recommended, including collecting both qualitative and quantitative data (Marshall and Rossman, 1999; Punch, 2005; Johnson, Onwuegbuzie and Turner, 2007 cited in Brown, 2014).

2.5.1 Pre- and Post-tests

A pre-test was designed by the researchers in which most of the question items were taken from the syllabus studied (Q Skills for Success: Reading and Writing, Level Two, 2015, 2nd ed.). The pre-test was pilot tested with 9 students; consequently, a number of faults were detected and fixed. The purpose behind the pilot test is to find out the pitfalls that researchers may come across and consequently address them (Mackey and Gass, 2016). Further, Dörnyei (2007) asserts that a pilot test ensures the high quality of the data gathered in terms of their validity and reliability. Moreover, a rubric was also designed by the researchers to score the paragraph writing task. Both the pre-test and the rubric were sent to 10 jury members who hold PhD in applied linguistics or linguistics for obtaining validity. They were sent back to the researchers requesting a number of amendments. Their suggestions were considered and the amendments were done accordingly. The pre-test took place in the first week of semester two in which both groups had the same questions and time period. Additionally, at the end of the semester, both groups' students took the post-test with the same design, clarity and difficulty approved by the same jury members who validated the pre-test.

2.5.2 Questionnaire

In the Likert scale questionnaire, there were three options that the students could tick in which they were *disagree*, *neutral* and *agree*. The questionnaire was pilot-tested and adapted accordingly.

2.5.3 Interview

The last week of the experiment, 12 students (40% of the whole experimental group population) were interviewed. The researchers designed the semi-structured interview questions based on the existing literature. The content of the questions were all related to the impact of FCM utilization on enhancing the students' writing skill, motivation, autonomy, student-student and student-teacher interaction and collaboration. The researcher stayed neutral and unbiased while asking the questions to the interviewees (Dörnyei, 2007).

3. Results

The results of the three study tools are presented below prior to their analyses and discussion. The results are as demonstrated below:

3.1 Pre- and Post-Test Results

The pre-test with both groups took place in the first week of semester two in the middle of March, 2022. After that, the test results were scored by the subject teacher (first researcher). In order to obtain the reliability of the scores, the test papers were also scored by an external examiner from Sulaimani University. The results of both scorers were sent to a statistician and their reliability was guaranteed. Consequently, both groups' means were compared through a paired sample T-Test.

Table 1: Pre-Test Results

	Group	N.	Mean	Standard Deviation
Writing Skill Pre-Test Results	Control	30	38.167	15.0907
	Experimental	30	37.550	15.8513



Table 1 results clearly demonstrate that there is no statistically significant difference, in terms of achievement, between the experimental and control groups' results. On the other hand, after completing the semester at the end of June 2022, the students in both groups took a post-test in which its exam papers were scored internally and externally. The results are shown below:

Table 2: Post-Test Results

	Group	N.	Mean	Standard Deviation
Writing Skill Post-Test Results	Control	30	60.933	16.2532
	Experimental	30	76.367	11.4477

Comparing the means of both groups clearly show a statistically significant difference between both groups' achievements in favor of the experimental group. To clarify, the control groups' mean increased from (38.167) in the pre-test to (60.933) in the post-test, while the experimental groups' achievement increased from (37.550) to (76.367). Thus, it can be stated that there is a statistical significant difference between the two groups' achievements (T=4.252, P= 0.0007) in favor of the experimental group students. So, the t-test results indicate that the experimental group students achieved significantly higher marks than the control group students and there is a statistically significant difference between the two groups (P<0.05).

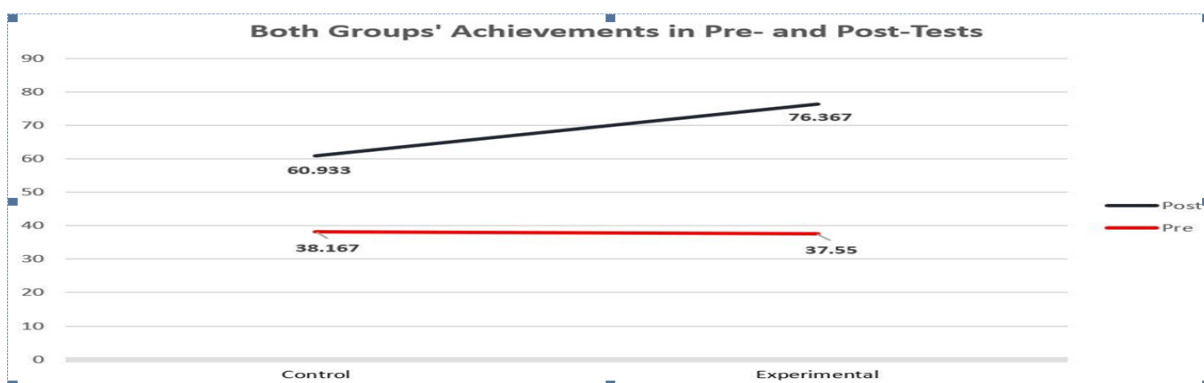


Figure 1: Both Groups' Achievements in Pre- and Post-Tests

3.2 Questionnaire Results

The questionnaire consisted of 10 statements that took the experimental group students' perceptions about the effectiveness of FCM in enhancing their writing skill, motivation, autonomy, student-student and student-teacher interaction and collaboration. The questionnaire results are shown below:

Table 3: Questionnaire Results

No	Statement	Disagree		Neutral		Agree	
		F	%	F	%	F	%
1	My teacher in the flipped classroom has more time to help me while doing the exercises in the classroom.	1	3.3	1	3.3	28	93.3
2	Through flipped classroom, my interactions and collaborations were improved with the teacher.	1	3.3	1	3.3	28	93.3
3	Flipped classroom made me depend on myself more and helped in becoming an autonomous learner.	4	13.3	3	10	23	76.7
4	Getting instant feedback from the teacher in the flipped classroom is very motivating.	2	6.7	4	13.3	24	80
5	Flipped classroom gives me more opportunity to	6	20	1	3.3	23	76.7



	collaborate and interact with the other students.						
6	When I work with a group of students in the flipped classroom, I feel more motivated.	2	6.7	0	0	28	93.3
7	Flipped classroom is very helpful to improve my writing skill.	5	16.7	2	6.7	23	76.7
8	I take benefit from the collaboration and interaction with my peers while discussing the topics in the flipped classroom.	0	0	0	0	30	100
9	In flipped classroom, I can control my learning through studying when, where and how I want to study.	1	3.3	3	10	26	86.7
10	Flipped classroom videos and classroom activities made me improve my grammar a lot, which is helpful to improve my writing skill.	7	23.3	2	6.7	21	70

3.3 Interview Results

The results of the semi-structured interviews are thematically analyzed. The students' answers are gathered around a number of themes as follows:

Table 4: Interview Results

Questions	Themes Emerged	Major Answers	No. of participants
How helpful was FCM to improve writing skill?	FCM effectiveness on improving writing skill	<ul style="list-style-type: none"> - It was very useful for improving the writing skill. - It was not that good. 	10 participants (83.33%) 2 participants (16.66%)
How motivating was FCM to make you study harder?	FCM's effect on enhancing students' motivation	<ul style="list-style-type: none"> - FCM was very motivating. Group works and exercises were beneficial and fun. Group competitions were very motivating. - Using technology (mobile phone) for learning was motivating. - Taking responsibility of learning creates motivation. 	12 participants (100%)
How did FCM help you rely on yourself and become autonomous?	FCM's effect on enhancing students' autonomy	<ul style="list-style-type: none"> - FCM made me rely on myself more than before. - When I watched a video and did not understand something, this made me watch other videos, search online, watch YouTube or Google for the answer, ask help from my friends. - It made me rely on myself and my friends. 	11 participants (91.66%)
How helpful was FCM to improve your interaction and co-operation with other students?	FCM's effect on increasing student-student interaction and collaboration	<ul style="list-style-type: none"> - FCM made us co-operate more with each other and learn more from one another. - FCM made the relationship among the students stronger. - Before the start of FCM, I only knew some students in my class; but with FCM implementation, all 	10 participants (83.33%)



		the students are my friends now.	
Did FCM provide more time to the teacher to be with you?	FCM's effect on increasing student-teacher interaction and collaboration	<ul style="list-style-type: none"> - The teacher had more time for us. He moved around the groups and provided help, answered questions instantly. - The teacher was like a close friend with us. 	9 participants (75%)

4. Analysis and Discussion

The pre- and post-test results clearly indicate a statistically significant difference between the means of both experimental and control groups in favor of the experimental group. To be more specific, a quick look at the pre- and post-test results indicate that the control group students' mean increased from 38.167 to 60.933 (22.766 marks progress) while the experimental group students' mean increased from 37.550 to 76.367 (38.817 marks progress). Thus, in average, the experimental group students' progress is (16.051) marks more than their counterparts in the control group.

These results are consistent with many previous studies that investigated the effect of FCM on EFL students' writing skill in various countries, namely Farah (2014), Leis et al. (2015), Ekmekci (2017) and Qader and Arslan (2019). Moreover, the result of the tests are supported qualitatively (by the interview results) and quantitatively (by the questionnaire results). The interview results clearly show that 10 out of 12 interviewees stated that FCM was very useful in enhancing their writing skill abilities. Interviewee 5 stated that "the exercises in the classroom were very good to improve our writing. Also, the video lessons were beneficial in improving our writing skill." Thus, it can be stated that the students in the FCM class were required to study more. They watched the video lessons outside the class (e.g. at home); and in the class, they usually had a quiz about the content of the videos, a quick revision of the video lessons content, followed by many collaborative and fun-based activities and exercises. The activities were mainly done in groups and group competitions that the students learned and enjoyed most. Interviewee 6 stated, "It was good for writing because we had many videos about paragraph writing and the principles for writing a good paragraph. That was very good for us". Furthermore, the tests' results are further supported by the questionnaire results. To clarify, the students' answers to statement 7 in the questionnaire clearly show that 23 out of 30 students (76.7%) agree that learning through FCM improved their writing skills. Additionally, statement 10 results of the questionnaire clearly show that 21 out of 30 students (70%) believe that FCM improved their grammar, consequently affecting their writing skill positively. So, the first research question is answered positively and the first hypothesis is validated.

Regarding the factors affecting the experimental group's outstanding achievement, it can be stated that it is largely attributable to the effect of FCM on students' achievement. The students benefited greatly from the group work activities and competitions in the classroom, in addition to the video lessons. This result is in line with the principles of constructivism that students master and internalize knowledge through their interaction, experience and reflection (Vygotsky, 1978 cited in Bereiter, 1994; Kumar and Teotya, 2017). Moreover, the students watched the videos at home on their pace and tried to understand and remember them in the class. This is consistent with Brame's (2013) view that FCM has strong ties with Bloom's taxonomy that the foundations of the two lower levels of cognitive work, remembering and understanding, are laid at home by students while the other four levels are done in the class. Besides, having ample time and opportunities by the students to make themselves ready before class and integrating technology in their lives are also considered vital to assist students' learning (Bergmann and Sams, 2012). Furthermore, the teacher devoted the spared



class time to create a friendly atmosphere by standing by their side, giving instant feedback to students, and answering their questions individually or as a group (Overmyer, 2014). He also provoked discussion and facilitated learning through being a guide rather than a knowledge transmitter (Wahib and Tamer, 2021).

On the other hand, regarding the effect of FCM on enhancing the students' motivation, the questionnaire and interview results clearly demonstrate that the students' motivation was improved due to the implementation of the FCM. Statement 6 answers in the questionnaire indicate that 93.3% of the students agree that group work activities in the FCM increased their motivation. Besides, statement 4 answers also demonstrate that 80% of the students assert that receiving instant feedback about questions and inquiries was very motivating. Additionally, the interview results also show that all the 12 interviewees (100%) confirmed the effectiveness of FCM on enhancing their motivation. According to them, the sources of motivation in the classroom are the fun-based group work activities that include competitions among the groups, integration of technology in learning/teaching and taking responsibility for learning by the students. Interviewee 2 states that "flipped classroom motivated me a lot to study. For example, when we worked in groups and there were competitions among the groups ... this made us cooperate more among ourselves." These results are in line with Farah (2014), Han's (2015), Basal (2015), Kang (2015), Ramyar and Arslan (2019) and Al-Mofti (2020) that FCM improved their students' motivation. Besides, an important source of motivation is obviously the activities and exercises which took place in the classroom while implementing FCM (Kang, 2015; Hung, 2015). Besides, Ur (1991) claims that group work activities, not only boosts motivation, but also learning outcomes and independence.

In addition, the data gathered also reveals the students' perceptions about the effect of FCM on improving the students' self-reliance and autonomy. Statement 3 in the questionnaire results indicate that 76.7% of the students assert that FCM made them depend on themselves more and helped them become autonomous learners. The interview results further support this view that 11 interviewees out of 12 (91.66%) stated that FCM made them rely on themselves, their peers and technology. Interviewee 4 states, "When I did not understand something in the videos, I used to search online for extra information, or ask my friends to help me." Further, interviewee 10 asserted that FCM "made us not rely on our teacher, but technology and friends." These results are consistent with many previous studies about the effectiveness of FCM in improving the students' autonomy (Horn, 2013; Farah, 2014; Basal, 2015; Ekmekci, 2017; Qadir and Arslan, 2019; Al-Mofti, 2020).

Another point that arises here is that an important factor that made the students autonomous is the use of group work activities. Many students mentioned the efficacy of group work activities in enhancing their autonomy. This is in line with Harmer (2007) that group work activities promote students' autonomy and self-reliance. Thus, it can be claimed that FCM had a good role in making the Kurdish EFL learners autonomous that they started relying on themselves, peers, technology and partially on their teacher. Their preparation at home for the class activities assisted in putting them on the path of self-reliance and autonomous learning.

Another positive and significant point that the data gathered revealed is that FCM boosts student-student and student-teacher interactions and collaborations. All the participants (100%) of the questionnaire assert that in the flipped classroom, they take benefit a lot from the interactions and collaborations with their peers (statement 7). The interview results also support this result that 10 interviewees out of 12 (83.33) demonstrate that in the flipped classroom they communicate and collaborate a lot with the other students, and consequently, the students' relationships have become stronger. These results align with many previous studies that FCM increases student-student collaboration and interaction (Zainuddin, 2017; Ekmekci, 2017; Qadir and Arslan, 2019; Al-Mofti, 2020). Regarding the role of FCM in improving student-teacher collaborations and interactions, the results of the questionnaire (statements 1 and 2) reveal that 93.3% of the students state that in the flipped classroom, the



teacher has more time with them and FCM improved their collaboration and interaction with their teacher. Likewise, the interview results also demonstrate that 9 interviewees out of 12 (75%) state that the teacher was like a close friend to them and he answered their questions instantly. Interviewee 12 asserts that “actually flipped classroom activities increased student-student and student-teacher relationships. The teacher had more time for us and the students also had more time with one another.” Moreover, interviewee 8 believes that “the teacher became like a close friend for us. He gave us more times than in normal classes.” Furthermore, interviewee 5 states that “flipped classroom made me make new friends in the class. It made us cooperate with each other and learn from one another.” Bergmann and Sams (2012) and Educause Learning Initiative (2012) assert that both student-student and student-teacher interactions and collaborations are increased in FCM. Thus, it is obvious here that, in FCM, there is more free time in the class than in traditional classes since the students receive their video lessons at home and prepare them in advance. Consequently, a good teacher can use this extra time to do many interesting, beneficial and enjoyable activities in the class. The teacher may provide students with instant feedback and correct their mistakes instantly. This way, the students have ample time to develop their writing and communicative skills and work with their peers and teachers. This creates a good student-student and student-teacher collaboration and interaction; that is in addition to enhancing the students’ autonomy and motivation.

5. Conclusions

The great success of the experimental group, compared to the control group, could be attributed to the fact that FCM requires the students to study hard prior to the actual class time by watching the video lessons, writing notes and questions about the content of the video-lessons; that is beside having ample opportunities in the class doing hands-on, engaging, motivating and enjoyable activities. The students did not only rely on their teacher as the only source of information; rather, they relied on themselves, their peers and technological tools. Similarly, the results revealed that FCM employment considerably enhances the students’ autonomy and motivation. The method makes the learners change from teacher reliant into self-reliant, peer-reliant and technology reliant. Moreover, the hands-on activities carried out in the classroom are the source of motivation for the students as they are beneficial and fun simultaneously. In addition, the results also manifested that FCM employment significantly enhances student-student and student-teacher interactions and collaborations. This could be the outcome of having plenty of class time to do group work and hands-on activities. This way, the students could collaborate with each other and with the teacher. Besides, the teacher had the role of a guide, helper or facilitator in the classroom; a new and desirable role to most of the students in the experimental class.

In conclusion, further studies are recommended to be carried out to investigate the impact of FCM on other language skills and sub-skills such as reading, listening, speaking, grammar, vocabulary and etc. Additionally, other studies might be worth doing about the impact of FCM on teaching the branches of linguistics, at the university level, such as phonology, morphology, and syntax; since in teaching these subjects the teacher may record the theoretical part of the subject, or adopt them from YouTube, and send them to students prior to class time. While in class, they may carry out the practical part of the lesson and have lots of beneficial activities.

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کاریکه‌ری میتۆدی وانهوتنه‌وه‌ی به‌ره‌واژ له‌سه‌ر به‌ره‌وپی‌شبردنی کارامه‌یی نووسینی خویندکارانی کورد که زمانی ئینگلیزی وه‌کوو زمانیکی بیگانه ده‌خوین

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پوخته

میتۆدی وانهوتنه‌وه‌ی به‌ره‌واژ، که په‌یوه‌ندییه‌کی پته‌وی له‌گه‌ڵ ته‌کنه‌لۆجیادا هه‌یه، له‌م چه‌ند ده‌یه‌ی پاریدوودا په‌یداووه و په‌ره‌یسه‌ندووه. چه‌ندین تووژینه‌وه‌ی پێشوو کاریکه‌ری میتۆدی وانهوتنه‌وه‌ی به‌ره‌واژ نیشاندده‌ن له‌ به‌ره‌و جیاوازه‌کانی زانسته‌دا، له‌ ناویشاندنا بواری فیربوونی زمان. ئامانجی ئهم تووژینه‌وه‌یه‌لیکۆڵنه‌وه‌یه له‌ کاریکه‌ری میتۆدی وانهوتنه‌وه‌ی به‌ره‌واژ له‌سه‌ر به‌ره‌وپی‌شبردنی کارامه‌یی نووسینی خویندکارانی کورد که زمانی ئینگلیزی وه‌کوو زمانیکی بیگانه فیرده‌ین. هه‌روه‌ها، ئامانجیکێ تری تووژینه‌وه‌که نیشاندانی کاریکه‌ری میتۆدی وانهوتنه‌وه‌ی به‌ره‌واژ له‌ به‌ره‌وپی‌شبردنی پشته‌خۆبه‌ستن و پالنه‌ره‌کانی خویندنی خویندکاراندا، هه‌روه‌ها نیشاندانی کاریکه‌ری میتۆدی وانهوتنه‌وه‌ی به‌ره‌واژ له‌سه‌ر به‌ره‌وپی‌شبردنی کارلیک و هاریکاری ئیوان خویندکار و خویندکار له‌ لایه‌ک و خویندکارو مامۆستا له‌ لایه‌کی دی. به‌شداربوونی تووژینه‌وه‌که له‌ 60 خویندکار پیکهاتوون که خویندکاری قوناغی یه‌که‌می به‌شی ئینگلیزین له‌ کۆلیژی په‌روه‌ده‌ی، زانکۆی چه‌رموو. ئهم تووژینه‌وه‌یه له‌ وه‌زی دووهمی سالی ئه‌کادیمی 2021-2022 دا ئه‌نجامدراوه. به‌شداربووان دابه‌شکراون به‌سه‌ر دوو گرووپی، گروپی ئاسایی (30) و گروپی ئه‌زمونی (30). هه‌ردوو گرووپه‌که له‌لایه‌ن هه‌مان مامۆستاوه (تووژه‌ر) وانه‌ی کارامه‌یی نووسینیان پیتوتراوه‌توه و هه‌مان پرۆگرامیان خویندووه بۆ ماوه‌ی 15 هه‌فته. سنج ئامرازێ کۆکردنه‌وه‌ی زانیاری به‌کارهاتووه که بریتین له‌ تاقیکردنه‌وه‌ی به‌رابری و کۆتایی، پارپرسی و چاوپیکه‌وتن. شیکاری SPSS بۆ ئه‌نجامی تاقیکردنه‌وه‌ی به‌رابری و کۆتایی جیاوازی ئاماری به‌رچا نیشاندده‌ت له‌ ئیوان ئه‌نجامی هه‌ردوو گرووپه‌که‌دا له‌ به‌ره‌وه‌ندی گروپی ئه‌زمونی ($T=4.252, P=0.0007$). جگه له‌وه‌ش، ئه‌نجامی پارپرسی و چاوپیکردنه‌کانیش ئه‌وه نیشاندده‌ن که میتۆدی وانهوتنه‌وه‌ی به‌ره‌واژ رۆلێکی به‌رچاوی هه‌یه له‌ به‌ره‌وپی‌شبردنی پشته‌خۆبه‌ستن و پالنه‌ره‌کانی خویندنی خویندکاران و کارلیک و هاریکاری ئیوان خویندکار و خویندکار له‌ لایه‌ک و خویندکارو مامۆستا له‌ لایه‌کی تره‌وه. تووژینه‌وه‌که مامۆستایان راده‌سپێریت که میتۆدی وانهوتنه‌وه‌ی به‌ره‌واژ به‌کاربه‌ین له‌ وتنه‌وه‌ی کارامه‌ییه‌ زمانیه‌کانی تر و به‌شه‌کانیاندا وه‌کوو کارامه‌یی قسه‌کردن و خویندنه‌وه و رێزمان و وشه‌سازیدا.

وشه‌ کلێله‌کان: میتۆدی وانهوتنه‌وه‌ی به‌ره‌واژ، کارامه‌یی نووسین، پشته‌خۆبه‌ستن، کارلیککردن، هاریکاری

تح تأثیر نموذج الفصل الدراسي المقلوب على مهارة الكتابة لدى طلاب الجامعة الكورد للدراسين للانجليزية كلغة اجنبية

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ملخص

لقد برز نموذج الفصل الدراسي المقلوب (FCM)، كأحد طرق التدريس المرتبطة بالتكنولوجيا ارتباطاً وثيقاً، ولاقى رواجاً في العقود القليلة الماضية. تُبين العديد من الدراسات السابقة فعالية الفصل المقلوب في تطوير قدرات الطلاب في مجالات العلوم المختلفة، بما في ذلك تعلم اللغة. تهدف الدراسة الحالية إلى التحقق من تأثير طريقة الفصل المقلوب على مهارة الكتابة لدى الطلبة الكورد في المرحلة الجامعية. وتهدف أيضاً إلى الكشف عن تأثير هذا النموذج في تعزيز استقلالية الطلاب الكورد في تعلمهم للغة الإنجليزية كلغة أجنبية وكذلك دافعيتهم وتعاونهم وتفاعلهم مع بعض ومع المعلم. كانت عينة الدراسة متألّفة من 60 طالباً في المرحلة الأولى في قسم اللغة الإنجليزية، كلية التربية، جامعة چرمو في إقليم كوردستان العراق. أُجريت الدراسة في الفصل الدراسي الثاني من العام الدراسي 2021-2022. تم تقسيم المشاركين إلى مجموعة ضابطة (عدد 30) ومجموعة تجريبية (عدد 30). بعد تدريس الباحث كلتا المجموعتين مهارة الكتابة كمادة منهجية أساسية لهذه المرحلة الدراسية ولمدة 15 أسبوعاً، تم جمع بيانات الدراسة من خلال اختبارات قبلية وبعديّة، وإيضاً عن طريق الاستبيان والمقابلة. أظهرت تحليلات SPSS للاختبار البعدي لمهارة الكتابة فروق ذات دلالة إحصائية بين إنجازات المجموعتين لصالح طلاب المجموعة التجريبية ($T = 4.252, P = 0.0007$). بالإضافة إلى ما سبق، وجدت نتائج الاستبيان والمقابلة أن لنظام الفصل المقلوب دور فعال في تحسين استقلالية الطلاب، وتحفيزهم، وتعاونهم وتفاعلهم مع بعض من جهة ومع المعلم من جهة أخرى. وختاماً، توصي الدراسة باستخدام نموذج الفصل المقلوب في تدريس المهارات اللغوية الأخرى والمهارات الفرعية مثل المحادثة والقراءة والقواعد والمفردات.

مفردات أساسية: نموذج الفصل المقلوب، مهارة الكتابة، الاستقلالية، التحفيز، التعاون، التفاعل