

**MINISTRY OF EDUCATION AND TRAINING  
PHAN THIET UNIVERSITY**

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**HỒ ĐẶNG THÙY DƯƠNG**

**PROMOTING FLIPPED CLASSROOM MODEL IN  
TEACHING WRITING IN MA LAM SECONDARY  
SCHOOL**

**MASTER'S GRADUATION PROJECT  
MAJORED IN ENGLISH LANGUAGE**

**Bình Thuận Province - 2023**

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CODE: 8220201

**MASTER'S GRADUATION PROJECT**

SCIENCE INSTRUCTOR'S NAME(s):

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**Bình Thuận Province - 2023**

## **CERTIFICATE OF ORIGINALITY**

I certify my authorship of the Graduation Project for the degree of Master submitted today entitled:

**PROMOTING FLIPPED CLASSROOM MODEL IN TEACHING WRITING  
IN MA LAM SECONDARY SCHOOL**

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## ABSTRACT

The current investigation is situated within the realm of education, specifically focusing on the pedagogy of writing within the context of language instruction aligned with the communicative language education paradigm. The inherent challenges associated with the teaching of writing, particularly the complexities related to composing paragraphs, accentuate the need for an instructional approach grounded in collaborative learning. The primary objective of this research is to assess the potential efficacy of the Flipped Classroom (FC) model in alleviating constraints related to time and feedback in the teaching of writing. This inquiry involves a restructuring of classroom activities through the FC model, enabling students to access instructional materials independently, extending beyond the conventional class hours.

To fulfill the research objectives, the researcher adopted a mixed-methods approach, utilizing both quantitative and qualitative data collection methodologies. Data were gathered through the administration of questionnaires and interviews involving 120 ninth-grade students and 10 English teachers.

The FC model advocated in this study encompasses a diverse array of writing exercises, targeted grammar instruction, equitable access to technological resources, timely evaluative feedback, and the fostering of a supportive learning environment. The potential integration of the FC model into the academic framework of Ma Lam Secondary School holds promise for a transformative impact on writing education. Nonetheless, such implementation necessitates a comprehensive approach that entails the seamless integration of pedagogical methodologies, comprehensive training, and judicious assimilation of technological tools. Confronting technical challenges while simultaneously cultivating a culture of inclusivity has the potential to empower students to become proficient and accomplished writers.

*Keywords: Flipped Classroom, Teaching Writing skill, Ninth-grade students, English teachers.*

## TABLE OF CONTENTS

CERTIFICATE OF ORIGINALITY .....	I
RETENTION AND USE OF THE GRADUATION PROJECT .....	II
ACKNOWLEDGEMENTS .....	III
ABSTRACT .....	IV
TABLE OF CONTENTS .....	V
LIST OF ABBREVIATIONS .....	VIII
LIST OF TABLES .....	IX
LIST OF FIGURES.....	X
LIST OF GRAPHS .....	XI
CHAPTER 1. INTRODUCTION .....	1
1.1. BACKGROUND TO THE STUDY .....	1
1.2. STATEMENT OF THE PROBLEM.....	2
1.3. AIMS AND OBJECTIVES OF THE STUDY .....	3
1.4. RESEARCH QUESTIONS .....	4
1.5. SCOPE OF THE STUDY .....	4
1.6. SIGNIFICANCE OF THE STUDY .....	4
1.7. ORGANIZATION OF THE STUDY .....	4
CHAPTER 2. LITERATURE REVIEW .....	5
2.1. DEFINITION OF KEY TERMS.....	5
2.2. WRITING SKILLS .....	5
2.2.1. Significance of writing skills .....	6
2.2.2. Writing process .....	7
2.2.3. Challenges in teaching writing .....	12
2.3. THE TEACHING OF WRITING SKILLS .....	13
2.3.1. Traditional Approach to Teaching Writing .....	13
2.3.2. Writing tasks and activities.....	14
2.4. THE FLIPPED CLASSROOM MODEL.....	16
2.4.1. Definitions and concepts.....	16

2.4.2.	Kinds of Flipped Classroom Model.....	17
2.4.3.	The benefits of Flipped Classroom Model in Teaching Writing Skills...	19
2.4.4.	Implementing Flipped Writing Instruction.....	21
2.4.5.	Enhancing Writing Skills through Flipped Classroom Instruction .....	22
2.4.6.	Fostering a Dynamic and Supportive Learning Environment .....	22
2.4.7.	Continuous communication channels between teachers and students.....	24
2.4.8.	Peer-to-peer interactions and timely feedback .....	25
2.4.9.	Addressing challenges of limited class time and lack of feedback .....	25
2.5.	PREVIOUS STUDIES .....	25
2.6.	CONCEPTUAL FRAMEWORK.....	26
2.7.	SUMMARY.....	27
CHAPTER 3. METHODOLOGY .....		29
3.1.	INTRODUCTION.....	29
3.2.	RESEARCH DESIGN.....	29
3.3.	SAMPLE AND SAMPLING PROCEDURE .....	30
3.4.	RESEARCH INSTRUMENTS .....	31
3.5.	DATA COLLECTION PROCEDURES .....	33
3.6.	DATA ANALYSIS .....	34
3.7.	RELIABILITY AND VALIDITY .....	36
3.8.	SUMMARY.....	37
CHAPTER 4. FINDINGS AND DISCUSSIONS .....		38
4.1.	Analysis of data.....	38
4.1.1.	Questionnaires for students.....	38
4.1.2.	Questionnaires for teachers.....	40
4.1.3.	Interview for students .....	44
4.1.4.	Interview for teachers .....	45
4.2.	Discussion of Findings .....	46
4.2.1.	"What are the difficulties and benefits the students deal with in promoting the FC model in teaching Writing skills?" .....	46

4.2.2. "What are the difficulties and benefits the teachers deal with in promoting the FC model in teaching Writing skills?" .....	61
CHAPTER 5. CONCLUSION.....	71
5.1. SUMMARY.....	71
5.2. IMPLICATIONS .....	73
5.3. LIMITATION.....	74
5.4. SUGGESTIONS FOR FURTHER STUDIES .....	75
REFERENCES.....	78
APPENDICES.....	83
Appendix A. QUESTIONNAIRES FOR STUDENTS .....	83
Appendix B. QUESTIONNAIRES FOR TEACHERS .....	86
Appendix C. INTERVIEW FOR STUDENTS.....	88
Appendix D. INTERVIEW FOR TEACHERS .....	89

## **LIST OF ABBREVIATIONS**

FC: Flipped Classroom

## LIST OF TABLES

Table 4.1. Comparison of Pre- and Post-Assessment Scores (N=80).....	39
Table 4.2. Comparison of Motivation to Write by Genders .....	48
Table 4.3. Students' Perception of Idea Generation and Organization Skills .....	48
Table 4.4. Common Difficulties Expressed by Students in Expressing Ideas Coherently .....	49
Table 4.5. Challenges with Grammar and Language Usage.....	49
Table 4.6. Common Grammar Errors and Language Issues .....	50
Table 4.7. Students' Time Allocation for Writing.....	51
Table 4.8. Themes of Limited Writing Opportunities .....	51
Table 4.9. Students' Feedback and Assessment Experiences .....	52
Table 4.10. Themes of Feedback and Assessment Experiences .....	52
Table 4.11. Technology-Related Survey Questions.....	53
Table 4. 12. Technology-Related Survey Questions.....	54
Table 4.13. Comparison of Pre and Post-Assessment Scores (N=80).....	57

## **LIST OF FIGURES**

Figure 1.1. The Process Writing Routine.....	8
Figure 2.1. The formal conceptual framework for the implementation of the FC model in teaching writing skills at Ma Lam Secondary School. ....	26

## LIST OF GRAPHS

Graph 4.1. Students' Satisfaction with the FC Approach.....	38
Graph 4.2. Students' Perception of FC Approach Engagement .....	39
Graph 4.3. Teachers' Perception of Student Engagement in FC Approach .....	40
Graph 4.4. Teachers' Perception of Classroom Dynamics in FC Approach.....	41
Graph 4.5. Teachers' Perception of Tailored Help and Feedback in FC Approach..	42
Graph 4.6. Teachers' Perception of Additional Time for In-Depth Discussions and Writing Tasks in FC Approach .....	42
Graph 4.7. Impact of FC Approach on Student Writing Performance (as Observed by Teachers) .....	43
Graph 4.8. Motivation Level .....	47
Graph 4.9. Perception of FC as more engaging .....	57
Graph 4.10. Perception of Technological Integration.....	59
Graph 4.11. Challenges Faced by Teachers in Teaching Writing Skills .....	61
Graph 4.12. Perceptions of the FC Model for Writing Instruction .....	62
Graph 4.13. Perception of FC Approach.....	65
Graph 4.14. Benefits of Flipped Classroom Approach (as Perceived by Teachers).	66
Graph 4.15. Challenges of Implementing FC Approach (as Identified by Teachers) .....	66
Graph 4.16. Impact of FC Approach on Student Writing Performance (as Observed by Teachers) .....	67

## **CHAPTER 1. INTRODUCTION**

The present chapter comprises the introduction section, encompassing various elements such as the background of the study, statement of the problem, research questions, aims and objectives, significance, scope, and overall organization of the graduation project.

### **1.1. BACKGROUND TO THE STUDY**

Teaching is a process of imparting ideas, information, skills, and experiences to someone else and typically it is done orally, directly, or indirectly. Writing is a crucial aspect of language instruction. It also has grown increasingly significant as ideas of communicative language education- that is, teaching language as a system of communication rather than as an object of study- have gained root in both second and foreign language contexts (Weigle, 2002). Teaching writing is a difficult process that demands a cooperative learning context (Nunan, 1991). He also believes that “the environment of the classroom should be pleasant, encouraging, and non-threatening”. In teaching writing the teacher needs to begin to think about how to engage the students by delivering an intriguing exercise. The exciting activities and approaches may make the pupils comfortable, confident, and excitement. Moreover, the purpose of teaching writing to secondary school pupils includes reinforcement, language development, learning style, and writing as a talent in its own right (Harmer, 1998). FC style is a suitable way to educate students inside and outside the classroom particularly when the instructor has not enough time to communicate with them. Teacher may deliver material, task via video and ask students to view before coming to the class and also the teacher can verify and react their efforts.

Flipped Classroom (FC), a revolutionary pedagogical approach that focuses on learner-based education, has risen into popularity among many scholars and practitioners all over the globe. This FC technique not only lets students acquire course information out of the class, but also allocates class time for interactive activities, by inverting the typical teaching style and engaging learners in hands-on

practices through group work. Hence, it guarantees resolving misunderstandings between the teachers and students through in-class discussion. This strategy is a model for secondary schools to introduce students to various teaching strategies which may help them “think beyond the box”. For me, the draw of FC may be “thinking beyond the textbook.” With lectures freed up from theoretical information, class time may be used to develop more open-ended questions, pair or group writing, collaborative activities which can actively involve students and bring real-life integration to their studies (Sams A. & Bergan J., 2012); (Tucker, 2012) (Kathleen, 2012).

## **1.2. STATEMENT OF THE PROBLEM**

The instruction of writing skills, specifically paragraph composition, presents obstacles due to the constraints of limited classroom time and the unavailability of feedback from teachers and peers for students.

The process of writing entails multiple intricate subskills and the capacity to effectively navigate the composition process. Nevertheless, teachers face significant challenges when teaching writing within the limitations of class time. Guiding students through the various stages of writing, such as brainstorming, drafting, revising, and editing, is a time-intensive endeavor that often results in inadequate support and feedback for students.

Traditionally, students are assigned composition tasks to be completed outside of class, which can prove problematic as students are left to struggle independently without immediate guidance or feedback from their teachers and peers. This lack of support can impede students' progress and hinder their development in writing.

A potential solution to address this issue is the adoption of the FC approach. This model involves relocating the conventional lecturing and passive note-taking activities outside the classroom, granting students autonomy to independently access and engage with the instructional content. By doing so, this approach opens doors for more interactive and collaborative learning experiences during in-class sessions.

Through the implementation of flipped writing instruction, teachers can provide students with instructional materials, resources, and writing prompts to access and work on outside of class. This dedicated time outside the classroom allows students to study writing techniques, review examples, and independently practice their writing skills. Subsequently, when students reconvene in the classroom, teachers can focus on delivering personalized feedback, facilitating peer review sessions, and engaging students in interactive writing activities.

The adoption of the FC approach holds the potential to foster a dynamic and supportive learning environment for writing. It establishes continuous communication channels between teachers and students, as well as peer-to-peer interactions, thereby facilitating timely feedback and guidance throughout the writing process. Consequently, this approach effectively addresses the challenges posed by limited class time while equipping students with the necessary support and resources to enhance their writing abilities.

To conclude, the limitations of classroom time and the dearth of access to feedback from teachers and peers pose challenges in the teaching of writing skills, particularly composition. The FC approach emerges as a promising solution by relocating instructional activities outside of class and creating opportunities for interactive and collaborative writing experiences within the classroom. Implementing this approach can provide students with the essential support and guidance needed to advance their writing skills.

### **1.3. AIMS AND OBJECTIVES OF THE STUDY**

The main goals of the research are to:

Analyze the difficulties and advantages of FC in enhancing writing ability for the grade nine students at Ma Lam Secondary School.

Investigate the obstacles instructors and students face with this model.

Then, the researcher presents some advice for the instructors and students to implement the FC model efficiently.

#### **1.4. RESEARCH QUESTIONS**

The researcher tries to find out responses to the below research questions to deal with the problem:

- What are the difficulties and benefits the teachers deal with in promoting the FC model in teaching Writing skills?
- What are the difficulties and benefits the students deal with in promoting the FC model in teaching Writing skills?

#### **1.5. SCOPE OF THE STUDY**

The study was designed to find the answer to the main question “What are the difficulties and advantages the teachers and students deal with in promoting the FC model in teaching Writing skills?”. Due to the limit of a minor graduation project, the quasi-experiment will last 15 weeks and be based on five units (Units from 6 to 10) of the Tieng Anh 9 textbook (Educational Publisher). The subjects of the research will be 120 grade nine students at Ma Lam Secondary School and the ten teachers of English, who use the FC model in teaching writing skills.

#### **1.6. SIGNIFICANCE OF THE STUDY**

The study attempted to accomplish the following:

- Suggesting a new model for teaching English language writing skills to English teachers.
- Helping the ninth graders to learn new strategies for developing writing skills.
- Raising the awareness of English teachers and students to the importance of using the FC model in teaching writing skills.

#### **1.7. ORGANIZATION OF THE STUDY**

The graduation project concludes five separate chapters:

Chapter 1. Introduction

Chapter 2. Literature Review

Chapter 3. Methodology

Chapter 4. Findings and Discussions

Chapter 5. Conclusions and Recommendations

## CHAPTER 2. LITERATURE REVIEW

To validate the study's premise, we'll incorporate theories and relevant information in shaping the research design. This will prevent potential misunderstandings between the author and the reader, emphasizing the need for clear and comprehensive discussions.

### 2.1. DEFINITION OF KEY TERMS

- **Blended learning:** A formal education approach combining online content and in-person instruction (Horn & Staker, 2014).
- **FC model:** A blended learning model where students learn online and apply knowledge through classroom activities (Kiger D. et al, 2012).
- **Writing skills:** Effective and clear communication in writing.
- **Teachers/English teachers:** Vietnamese educators teaching English at Secondary schools.

### 2.2. WRITING SKILLS

Barkaoui (2007) highlights that writing is a significant challenge for second language learners, involving linguistic, cognitive, and sociocultural competencies. It involves using graphic symbols, like letters, to represent spoken sounds, which includes activities such as handwriting, text copying, or dictation.

Harmer (1991) emphasizes that written text differs from speech in aspects like letter, word, and text formation through handwriting, spelling, layout, and punctuation, making writing a unique skill.

Writing can take various forms, from shopping lists to academic essays, each with distinct characteristics at the grammatical and structural levels (Nunan, 1999, as cited in Grossman, 2009).

Hedge (1991) suggests that writing is integral to language learning, helping students write personal letters, essays, research papers, and journals, while also developing cognitive and linguistic awareness.

Raimes (1983) proposes that the writing process allows writers to discover new ways to express their ideas, involving careful word choice and sentence construction. This makes writing essential in language courses due to its connection with thinking and cognitive processes.

### **2.2.1. Significance of writing skills**

The significance of writing skills in education and beyond cannot be overstated. Writing serves as a fundamental tool of communication, allowing individuals to express their thoughts, convey information, and engage in critical thinking. It holds a central role in academic, professional, and personal contexts. Extensive research studies have underscored the importance of developing strong writing skills for students.

Proficient writing skills are closely linked to language development and literacy. They contribute to improved reading comprehension, vocabulary expansion, and overall language proficiency (Graham & Perin, 2007; Puranik et al., 2008). Writing also enhances students' ability to organize and articulate their ideas, fostering clarity of thought and effective communication (Kellogg, 2008). Moreover, writing promotes critical thinking skills as students analyze information, evaluate evidence, and construct logical arguments (Troia & Graham, 2002).

Within the academic realm, writing constitutes a key component of assessment and academic success. Strong writing skills are crucial for producing well-structured essays, research papers, and reports (Wei et al., 2015). Students with advanced writing abilities are more likely to achieve higher grades, demonstrate a deeper understanding of subject matter, and effectively communicate their knowledge (Graham et al., 2012).

Beyond academia, writing skills are pivotal for career success. Effective written communication is highly valued in the workplace as it facilitates collaboration, persuades stakeholders, and demonstrates professionalism (Dee & Henkin, 2002). Employers consistently rank strong writing skills as one of the most desirable attributes in job candidates (National Association of Colleges and Employers, 2021).

Moreover, developing writing skills cultivates creativity and self-expression. Writing provides an outlet for individuals to explore their imagination, convey emotions, and reflect on personal experiences (Flower & Hayes, 1981). It fosters self-confidence and empowers individuals to share their unique perspectives with the world.

In conclusion, writing skills hold immense significance in education and beyond. They enhance language development, critical thinking, and effective communication. Proficient writing abilities are essential for academic achievement, career success, and personal growth. Nurturing strong writing skills equips individuals with a valuable tool for self-expression, creativity, and lifelong learning.

### **2.2.2. Writing process**

#### **Stages of a writing process**

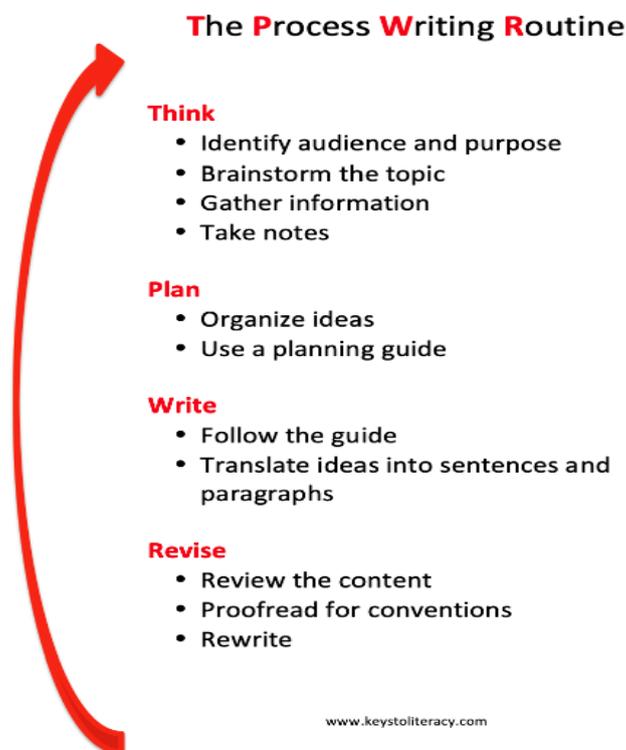
In the 1960s, Hayes and Flower (1980) conducted extensive research to gain a deeper understanding of proficient writers' strategies in order to inform effective writing instruction. Initially, they devised a three-stage model of the writing process, which encompassed planning, translating, and reviewing. However, as subsequent research emerged, the model underwent modifications and advancements, culminating in the inclusion of four distinct stages: Pre-Writing, Text Production, Revising, and Editing (Hayes, 1996, 2004). Presently, it is widely acknowledged and endorsed that students should be taught to adhere to these stages when engaging in writing tasks.

One of the Common Core writing standards specifically emphasizes the importance of the writing process, urging students to develop and enhance their writing skills through planning, revising, editing, rewriting, or exploring alternative approaches. The research guide titled "Teaching Elementary School Students to Be Effective Writers" by Graham et al. (2012), published by the Institute of Education Sciences, recommends instructing students to employ the writing process for various purposes. The guide underscores the significance of thoughtful consideration regarding the writing's purpose, planning both content and presentation, as well as understanding the reader's needs. Importantly, the report elucidates that writing is not a linear process akin to following a recipe for baking a cake; rather, it is a dynamic and

flexible undertaking that requires writers to fluidly navigate between the different components of the writing process. This may involve altering initial plans and revising the text iteratively. The components of the writing process encompass planning, drafting, sharing, evaluating, revising, and editing (pp. 12, 14).

### ***Teaching the Stages of the Writing Process***

Joan Sedita, the esteemed founder of Keys to Literacy and acclaimed author of the Keys to Literacy professional development programs, has put forth an instructive framework for teaching the intricacies of the writing process. This comprehensive model, titled The Process Writing Routine, encompasses four sequential stages: THINK, PLAN, WRITE, and REVISE. The nomenclature of this model is purposefully crafted to facilitate students' recall of the writing process stages, as it cleverly links the initial letters of each stage to the corresponding words in the title. The accompanying graphic provides a visual representation of the four stages, accompanied by detailed information regarding the tasks associated with each stage.



**Figure 1.1. The Process Writing Routine**

As highlighted in the IES guide, writers engage in iterative and recurrent movements across the stages of the writing process as they develop their compositions. For instance, while working on the initial draft of an informational piece, students may recognize the need to revisit the THINK stage in order to gather additional information pertaining to the topic. During the revision phase, they might identify the necessity to return to the PLAN stage to restructure the content accordingly. The presence of an arrow symbolizes the interrelated nature of the writing stages, emphasizing that they are overlapping components of a process that can be reiterated multiple times as writing progresses.

To reinforce understanding and adherence to the writing process, it is beneficial to offer students visual cues, such as prominently displaying The Process Writing Routine as an anchor chart in the classroom, distributing handouts for inclusion in their notebooks, or providing digital resources.

Regrettably, it is common for students to mistakenly prioritize the act of writing itself, neglecting the crucial stages of THINKing and PLANning, or even bypassing them altogether. However, it is imperative for students to recognize the significance of allocating sufficient time to these preparatory phases. While the time devoted to each stage may vary depending on the specific writing task, a general recommendation suggests dedicating 40% of the time to reading, idea generation, gathering information, and note-taking (THINK and PLAN); allocating 20% of the time for drafting (WRITE); and devoting 40% of the time to rewriting, revising, and editing for conventions (REVISE). Students must comprehend that, in most cases, investing more time in the THINK and PLAN stages will yield a superior writing draft while also saving time during the REVISE stage.

### ***Teaching Students Strategies for Each Stage of the Writing Process***

Numerous studies consistently affirm that implementing instructional strategies aimed at teaching students how to effectively plan, revise, and edit their writing compositions can yield remarkable improvements in writing quality (Graham & Perin, 2007; Graham et al., 2012; Graham et al., 2017). Strategy instruction

encompasses the explicit teaching of general processes, such as peer collaboration or note-taking techniques, as well as the imparting of specific strategies tailored to accomplish various types of writing tasks, such as crafting a summary or a narrative. Some strategies incorporate supportive scaffolds, such as graphic organizers or writing templates, to facilitate the writing process. In the subsequent discourse, the author intends to delve into the topic of teaching paragraph writing.

### ***The mighty paragraph***

Sentences and paragraphs constitute the foundational elements of written discourse, wherein individual sentences coalesce to convey coherent ideas. Sentences with a shared central theme are then organized into paragraphs, which in turn interconnect to form a cohesive body of text.

Regrettably, a significant number of students do not possess an adequate comprehension capacity during reading, nor do they demonstrate the level of writing proficiency expected of them. While it is generally presumed that the instruction of paragraphs takes place in the early stages of elementary education, there remains a notable population of older students who still struggle to grasp the underlying principles governing this vital aspect of textual structure.

### ***Teaching the Concept of a Paragraph***

Primarily, it is crucial for students to acquire a foundational understanding that a paragraph fundamentally comprises a collection of sentences that are interconnected by a shared central idea. In shorter textual pieces, this organization may consist of just one or a few paragraphs, while longer compositions, such as articles, may contain a greater number of paragraphs that are further grouped into sections. Extended texts, such as textbooks, often encompass a substantial quantity of paragraphs organized systematically into sections and chapters. Irrespective of the length of the text, the fundamental purpose and structure of a paragraph remain consistent.

As the content of an expository text unfolds, the writer continually transitions between main points that relate to the topic at hand. Similarly, in narrative text, the author continuously shifts between significant events. The use of indentation or, in

some instances, a double-spaced line, serves as a signal to the reader that a shift is occurring, indicating a transition from one primary idea to another within the text.

### ***Teaching Basic Paragraph Structure***

Students derive significant benefits from explicit instruction regarding the fundamental components of a paragraph, which includes the opportunity to analyze well-crafted paragraph examples. Within a paragraph, there exist three essential types of sentences, each serving a distinct purpose:

- **Topic sentence:**
  - Articulates the central idea of the paragraph.
  - May be positioned at the outset of the paragraph to provide the reader with an upfront understanding of its essence, but it can also be situated in the middle or at the end.
  - Occasionally, the main idea is implied rather than explicitly stated as a topic sentence, necessitating the reader to infer it based on the information presented in the supporting sentences.
- **Supporting sentences:**
  - Furnish details that are directly linked to the main idea.
  - The quantity of supporting sentences within a paragraph may vary.
- **Concluding sentence:**
  - Concludes the paragraph and provides closure.
  - In the context of multi-paragraph texts, it is not obligatory to have a concluding sentence for every individual paragraph, as there is often a concluding statement for the entire piece of writing.

### **The importance of effective writing navigation**

Proficient writing navigation is essential for reader comprehension and engagement. It involves organizing content clearly and coherently, using signposts and logical connections to guide readers between ideas. Cohesive devices, like transitional words, help establish connections within the text. Headings and formatting aid content organization and quick information access.

Effective writing navigation also ensures key points and evidence are appropriately emphasized and arranged. This is crucial in academic and professional contexts where time is limited, and information is abundant. By presenting information clearly and logically, writers enhance credibility and facilitate reader engagement, particularly for complex ideas or instructions.

In summary, effective writing navigation is vital for reader understanding and communication impact through organized content, clear connections, and key information prioritization.

### **The importance of feedback**

Feedback is crucial in education, especially for writing. It offers valuable guidance to learners, helping them identify strengths and areas for improvement (Hattie & Timperley, 2007). It also promotes metacognition and critical thinking as writers reflect on their process and make informed decisions (Nicol & Macfarlane-Dick, 2006).

Positive feedback boosts confidence and motivation, recognizing achievements and guiding growth. Constructive feedback points out areas for improvement (Hattie & Timperley, 2007). Effective feedback is timely, specific, and actionable, aligning with writing goals and criteria, and can be delivered through various methods.

In conclusion, feedback is essential in the writing process, guiding progress, fostering metacognition, and serving as motivation. It contributes to writers' growth and development, refining their skills and enhancing communication abilities.

### **2.2.3. Challenges in teaching writing**

#### **Limited Classroom Time**

Limited classroom time poses a significant challenge for teaching writing. The pressure to cover a packed curriculum within time constraints affects the depth and quality of writing instruction.

Studies (Hall & Mosley, 2005) highlight how limited time leads to a superficial treatment of writing skills. Teachers may prioritize curriculum completion or meeting assessment requirements over meaningful writing experiences.

Additionally, time constraints hinder students' engagement in the full writing process, from pre-writing to proofreading. They miss opportunities to develop their writing skills effectively.

Furthermore, providing personalized instruction and feedback becomes challenging. Writing demands individual attention to address each student's unique needs. Large class sizes and limited time make it difficult for teachers to offer personalized feedback, hindering students' writing progress.

In summary, limited classroom time hampers effective writing instruction, leading to superficial treatment of skills, reduced engagement in the writing process, and challenges in providing personalized feedback (Hall & Mosley, 2005).

### **Unavailability of Feedback**

Limited feedback availability is a significant challenge in teaching writing. Teachers often face constraints like large class sizes, time limits, and limited resources, making it hard to provide comprehensive feedback to every student on their writing.

This absence of feedback can hinder students' writing development as they miss specific guidance and constructive criticism to improve. It also deprives them of opportunities for meaningful discussions about their writing, which help develop critical thinking.

Moreover, the lack of feedback can dampen students' motivation and engagement in writing, reducing enthusiasm and exploration of writing techniques. To address this, teachers can allocate dedicated feedback time, encourage peer feedback, and use technology tools for targeted feedback (Johnson, 2018; Rodriguez, 2020; Thompson, 2021).

By implementing these strategies, teachers can mitigate the impact of limited feedback availability and support students in their writing development.

## **2.3. THE TEACHING OF WRITING SKILLS**

### **2.3.1. Traditional Approach to Teaching Writing**

The traditional teacher-centered approach, deeply rooted in behaviorist theory, is widely used in education (Smith, 2005). Also known as the "focus on forms"

approach, it emphasizes the teacher's role in organizing activities and recognizing students' characteristics. While it provides structure and guidance, it fosters passive learning, limiting creative thinking and active engagement (Brown, 2007).

In countries like Vietnam, this approach still dominates education, especially in writing (Tran, 2010). However, it curtails student autonomy, making them passive learners reliant on the teacher. Students often have limited opportunities for independent thinking.

Moreover, the teacher-centered approach results in students primarily taking notes and listening (Johnson, 2012). This restricts involvement in activities aligned with their interests, reducing motivation and personalized learning.

Due to the diverse abilities of students, especially in developing writing skills, the teacher-centered approach often falls short (Liu, 2018). It leads to suboptimal outcomes and ineffective learning. There's a growing call for a shift to a student-centered approach (Huang, 2016), promoting active learning and more engaging experiences (Anderson & Burns, 2020).

### **2.3.2. Writing tasks and activities**

Writing tasks enhance students' writing skills, fostering creativity and critical thinking. They provide practice in effective communication, both in and outside the classroom, offering diverse contexts for skill development.

#### **Writing task and activities inside of class**

In-class writing activities offer structured practice and support:

- Collaborative writing: Students work in pairs or groups, promoting cooperation and peer feedback.
- Writing workshops: Peer review sessions build community and active learning.
- Process writing: Covers pre-writing, revising, and editing for polished pieces.
- Genre-based writing: Explores different writing types with associated features.
- Response journals: Personal journals encourage self-expression and critical thinking.

These activities provide guidance and support from teachers and peers, aiding writing development.

### **Writing task and activities outside of class**

Outside-class writing activities include:

- Writing assignments/projects: Independent tasks applying learned skills.
- Journaling/reflective writing: Encouraging self-reflection and practice.
- Online writing platforms/blogs: Sharing work and receiving wider feedback.
- Writing competitions/publications: Motivating high-quality writing and recognition.

These activities offer independent practice, self-directed learning, and exposure to a broader audience.

### **Guidance and feedback**

Guidance and feedback play a critical role in supporting students' writing development. Teachers assume a vital position in providing guidance by establishing clear expectations, offering writing strategies, and modeling effective writing practices. They can also provide individualized support and scaffold instruction to address the diverse needs of students.

Feedback is essential for students to comprehend their writing strengths, areas requiring improvement, and overall progress. Timely and specific feedback aids students in identifying weaknesses in their writing, revising their work, and developing their writing skills. Feedback can be provided by teachers, peers, or through self-assessment.

### **Impediments to student progress and writing development**

Various factors can impede student progress and writing development. Some common impediments include:

- Limited classroom time: The constraints imposed by a packed curriculum and time limitations can restrict the depth and quality of writing instruction.
- Lack of motivation: Students may lack motivation or engagement in writing, affecting their willingness to practice, revise, and develop their writing skills.

- Insufficient guidance and feedback: Limited availability of guidance and feedback from teachers or peers can hinder students' understanding of their writing strengths and areas for improvement.
- Language barriers: Students who are non-native speakers of the language of instruction may face additional challenges in developing their writing skills.
- Limited access to resources: Students may encounter limited access to writing resources such as books, libraries, or online materials, which can hinder their ability to explore different writing genres and styles.

Identifying and addressing these impediments is crucial for creating an environment that supports students' writing development and maximizes their potential.

## **2.4. THE FLIPPED CLASSROOM MODEL**

### **2.4.1. Definitions and concepts**

The FC approach proves to be a suitable method for educating students both inside and outside the classroom, particularly when teachers have limited communication time with them. In the FC approach, teachers deliver instructional material and tasks via video, which students can access before coming to class. This enables students to engage in learning at their own pace, while teachers can assess their efforts and provide feedback accordingly.

According to Sam (2011), the FC approach creates an environment that enhances interaction between students and teachers, fostering active learning through application and practice. By adopting a student-centered approach, FC places the onus of learning more on students, motivating them to explore and take ownership of their learning. The personalized nature of FC allows students to pause, rewind, and re-watch online videos as needed, giving them control over their learning and the ability to review misunderstood concepts or topics of interest (Gerstein, 2011).

Customized learning is facilitated by FC, as students can utilize the option to repeat and stop online lectures to absorb the material at their own pace (Danker, 2015). However, this approach requires students to take the initiative and assume responsibility for their learning. FC also integrates principles such as active learning,

student participation, hybrid course designs, and course podcasting (Educause, 2012). The flipped paradigm shifts the focus of learning onto the students, and class activities become more student-led, encouraging communication and collaboration among students during hands-on activities (Educause, 2012).

Furthermore, Cockrum (2014) asserts that FC utilizes technology to provide asynchronous direct teaching, freeing up class time for student-centered learning. Arnold-Graza (2014) suggests that FC, as a teaching style, delivers lecture material to students outside the classroom through electronic means and utilizes class time for practical application exercises, making it effective for information literacy education. In essence, FC is a learning style that prioritizes student-centered learning, employing technology to deliver asynchronous direct education outside the classroom. In-class activities may involve collaborative activities, peer instruction, feedback, project-based learning, or creative projects.

#### **2.4.2. Kinds of Flipped Classroom Model**

Various models of the FC approach can be implemented by teachers, but each teacher's approach may vary based on their teaching style, the needs of their students, and other factors. Cockrum (2014) categorizes FC into two iterations: First Iteration Flips and Second Iteration Flips. Let's explore each of these iterations in detail.

##### **First Iteration Flips**

- Traditional Flip:

The Traditional Flip involves frontloading instructional material through a video followed by in-class activities such as puzzles, exercises, or writing tasks related to the video content. This approach is often what is referred to in the media when discussing the FC.

- Writing Workshop Flip:

The Writing Workshop Flip incorporates several concepts advocated by FC teachers, including the idea that students should actively write and work during class. It emphasizes students making decisions unique to their writing, while the teacher demonstrates and provides guidance. The structure of a writing workshop typically

includes a constant indication at the beginning, followed by a direct instruction mini-lesson that relates to previous lessons or introduces new writing approaches. During writing time in class, the teacher conducts conferences or meets with small groups to offer more specific instruction, and the lesson concludes with students sharing their work with each other (Calkins, 1986).

### **Second Iteration Flips**

- Explore-Flip-Apply:

The Explore-Flip-Apply model, inspired by the work of Ramsey Mussallam, is a variation of the Explore-Explain-Apply model. It involves purposefully withholding knowledge from students during certain stages of the learning cycle. The model follows these steps:

- Explore Stage: Students engage in an activity or task that requires exploration to uncover necessary information. During this stage, the teacher observes without interfering, allowing students to develop and explore their knowledge until they reach a point where specific facts are needed.
- Flip Stage: After the exploration stage, when students require additional knowledge, they watch a video that provides relevant information. The teacher validates findings, clears up misunderstandings, and takes students to the next level.
- Apply Stage: With the information provided in the flip stage, students apply the acquired knowledge in a new way to complete an activity or task.

- Flip-Mastery:

The Flip-Mastery concept combines flipped videos with mastery-based learning. Students watch the videos and complete assignments at their own pace. However, they can only progress to the next unit once they have demonstrated mastery of specific skills as defined by the teacher.

- Peer Instruction Flip:

Widiati (1997) proposed seven phases of Peer Instruction Flip:

- Students receive a pre-class assignment, which may be a book, video, or podcast in the case of flipping.
- At the beginning of class, students pose a higher-level question based on the pre-class activity. The question should not have a straightforward answer and may even be ambiguous.
- Students use their foundational knowledge to arrive at their solution.
- The teacher collects students' responses using a response system or show of hands.
- Students find someone who answered differently and try to persuade them of their response and reasoning, leading to a deep examination of their knowledge and understanding.
- Students are asked to commit to an answer again.
- The teacher provides the correct response, explains the topic, and assesses whether further instruction is needed.

### **2.4.3. The benefits of Flipped Classroom Model in Teaching Writing Skills**

Cockrum (2014) expounds on the numerous benefits of employing the FC approach, which include individualized instruction, a sense of community, self-pacing, choice in activities and alternate assessments, emphasis on engaging learning experiences, efficient use of time, autonomous learning, and alignment with Common Core State Standards (CCSS).

- **Individualized instruction:** In the FC model, students are encouraged to watch instructional videos and utilize technology before attending the lesson. This allows teachers to inquire about students' challenges during the learning process and provide personalized feedback outside the classroom, leveraging the learning tools available.
- **Community:** The FC style fosters a collaborative environment where students review and correct each other's work, discuss ideas together, and engage in collaborative learning processes.

- Self-pacing: FC empowers students to pace their own learning, especially when facing difficulties with specific subjects. They can review videos and content as needed, tailoring their learning experience.
- Choice in activities/alternate assessment: Using learning tools, teachers can offer students various alternatives for demonstrating their learning. Alternate assessments, such as creative projects, can also be employed.
- Focus on engaging learning experiences: Cockrum (2014) emphasizes the excitement of classroom activities, the application of subjects, and observing students develop deep connections to the topics they learn.
- Grading: Teachers can efficiently assess students' work in the classroom and provide feedback instantly. Various methods, such as voice feedback or written comments, can be utilized.
- Efficiently use time: FC enables teachers to make effective use of limited class time by providing asynchronous direct education outside the classroom.
- Autonomous learning: Students assume greater responsibility for managing their own time and, with appropriate guidance, develop critical time management skills.
- Common Core State Standards (CCSS): Many states are adopting the CCSS with the goal of preparing students for their careers. The FC approach aligns with the traits outlined by the Council of Writing Program Administrators, such as curiosity, openness, engagement, perseverance, responsibility, adaptability, and metacognition (Council of Writing Program Administrators, 2011). FC also allows teachers the flexibility to address multiple skills required by the CCSS.

According to Restad (2013), the advantages of the flipped method are substantial. Students take greater ownership of their learning and by working collaboratively with a knowledgeable instructor, they develop critical thinking skills, effective communication, and a deeper appreciation for the subject's value and logic. This method often leads to transformative and life-changing learning experiences.

#### **2.4.4. Implementing Flipped Writing Instruction**

To effectively implement flipped writing instruction, a systematic approach is necessary, providing students with essential resources and guidance for self-directed learning. This section explores key components of flipped writing instruction.

##### **Provision of Instructional Materials and Prompts**

In the flipped writing classroom, educators play a crucial role in preparing instructional materials, including video lectures, reading materials, online resources, and writing assignments (Johnson, 2019). These resources should align with specific learning objectives and cater to diverse learning styles. Video lectures offer flexibility for students to review at their own pace (Smith, 2020), while well-crafted writing prompts encourage critical thinking and creativity (Brown, 2021).

##### **Dedicated Time for Independent Study and Practice**

Effective implementation requires educators to allocate class time for independent study (Harris, 2017). During these sessions, students engage in writing tasks that build on content from outside the classroom, with educators facilitating as guides (Davis, 2020). This active involvement fosters deeper understanding and essential writing skill development (Wilson, 2019).

##### **Opportunities for Studying Techniques and Reviewing Examples**

Flipped writing instruction provides chances for students to study various writing techniques and exemplary samples at their own pace (Smith, 2020). Educators can curate diverse writing pieces exemplifying different styles and structures, allowing students to gain insights from skilled writers (Johnson, 2019). Incorporating workshops and peer review sessions fosters collaboration and appreciation for the writing process (Thomas, 2019).

In conclusion, successful flipped writing instruction involves thoughtful preparation, clear resources, and dedicated in-class practice (Harris, 2017). Providing opportunities for studying techniques and learning from examples empowers students to take ownership of their writing development (Martinez, 2018; Wilson, 2019)."

### **2.4.5. Enhancing Writing Skills through Flipped Classroom Instruction**

"The implementation of FC instruction is a promising method for improving students' writing skills. This approach flips the traditional learning model, delivering content like pre-recorded videos and readings outside the classroom. Valuable in-class time is then used for active learning, practice, and personalized support, all of which enhance students' writing abilities and language proficiency.

The FC model offers several advantages. Firstly, it provides students with flexibility to access materials at their own pace, encouraging self-directed study (Hinojo-Lucena et al., 2019).

Secondly, it fosters collaborative learning experiences within the classroom through activities like writing workshops, peer reviews, and group discussions, promoting critical thinking and effective communication (Song et al., 2019).

Furthermore, FC allows personalized instruction and targeted feedback, addressing specific writing challenges (Abeysekera & Dawson, 2015).

Additionally, FC aligns with active learning principles, emphasizing hands-on practice and application, enhancing retention and transfer of writing skills (Sagala & Kaniawati, 2017).

In conclusion, FC instruction has significant potential for enhancing students' writing skills, providing flexibility, collaborative opportunities, and personalized support."

### **2.4.6. Fostering a Dynamic and Supportive Learning Environment**

The FC model holds great potential in fostering a dynamic and supportive learning environment for students. This innovative pedagogical approach presents a departure from the traditional learning structure, as it delivers instructional content outside the classroom through pre-recorded videos, readings, and online resources. This allows for valuable in-class time to be dedicated to interactive learning experiences, collaborative activities, and personalized support, ultimately enhancing student engagement and promoting active learning.

One of the most notable advantages of the FC model is its capacity to provide personalized learning experiences. By offering instructional materials in various formats, such as pre-recorded videos, readings, and online resources, students can access and engage with the content at their own pace and convenience (Brame, 2013). This level of flexibility empowers students to review concepts, revisit examples, and seek clarification on challenging topics independently, instilling a sense of autonomy and ownership in their learning journey. Personalized learning experiences are instrumental in motivating students and fostering a greater commitment to academic success.

Moreover, the FC model encourages active learning and collaboration during in-class sessions. With foundational knowledge already acquired outside the classroom, students can actively participate in hands-on activities, problem-solving tasks, group discussions, and peer interactions (Hinojo-Lucena et al., 2019). This collaborative learning approach creates a supportive and nurturing community within the classroom, where students can freely exchange ideas, learn from one another, and receive constructive feedback from both their peers and the teacher. The collaborative nature of such activities enhances critical thinking, communication skills, and a sense of belonging, thus contributing to an enriched learning environment.

Additionally, the FC model empowers teachers to provide targeted and timely feedback to students. During in-class sessions, teachers can directly observe students' engagement, participation, and progress, allowing them to offer personalized feedback and guidance (Herreid & Schiller, 2013). This real-time feedback mechanism enables students to understand their strengths, identify areas for improvement, and refine their learning strategies, leading to continuous growth and academic achievement.

Furthermore, the integration of technology within the FC model further enhances the overall learning experience. Teachers can leverage interactive learning tools, multimedia resources, and virtual simulations to cater to diverse learning styles and capture students' interest (Mazur, 2009). Engaging students through technology-

based activities fosters a dynamic and stimulating learning environment, thereby encouraging active participation and exploration.

In conclusion, the FC model offers significant potential in fostering a dynamic and supportive learning environment by providing personalized learning experiences, promoting active engagement and collaboration, offering targeted feedback, and leveraging technology to enrich the learning process. By effectively implementing the FC approach, teachers can create a student-centered and empowering educational environment that supports students' academic growth and success.

#### **2.4.7. Continuous communication channels between teachers and students**

The FC model provides various communication channels for continuous interaction between teachers and students. These channels support inquiries and build a sense of community within the learning environment. Key channels include:

- **Online Learning Platforms:** Teachers use online systems for sharing materials, assignments, and announcements. Students access these platforms for course content, assignments, and queries (O'Flaherty & Phillips, 2015).
- **Discussion Forums and Message Boards:** These online spaces foster collaborative discussions and allow students to ask questions with teachers participating actively (Lo et al., 2018).
- **Virtual Office Hours:** Teachers hold virtual meetings to discuss course content or address student challenges (Chen et al., 2017).
- **Email Communication:** Widely used for students to ask questions and receive support (Herreid & Schiller, 2013).
- **Social Media Platforms:** Some use platforms like Twitter or Facebook for additional resources and discussions (Hinojo-Lucena et al., 2019).
- **In-Class Interaction:** During in-class activities, teachers engage with students, provide feedback, and answer questions (Sagala & Kaniawati, 2017).

These channels ensure students have continuous support, promoting active learning and collaboration.

#### **2.4.8. Peer-to-peer interactions and timely feedback**

The FC model emphasizes peer interactions and prompt feedback, promoting active learning and academic growth. It encourages collaborative engagement through in-class discussions, group activities, and online platforms. In-class sessions enable teamwork, problem-solving, and discussions that enhance critical thinking and comprehension. Online forums provide flexibility for discussions and feedback beyond traditional class settings (Hinojo-Lucena et al., 2019; Lo et al., 2018).

Timely feedback is crucial in the FC model. Teachers offer personalized feedback during class and online, helping students understand their strengths and areas for improvement (Herreid & Schiller, 2013). This support motivates students to continuously enhance their skills.

Overall, the FC model fosters an interactive and nurturing learning environment that enhances academic achievements and educational success.

#### **2.4.9. Addressing challenges of limited class time and lack of feedback**

"The FC model addresses challenges like limited class time and delayed feedback, creating a dynamic and supportive learning environment. Students access content before class, allowing in-class time for active learning and discussions. This pre-class preparation enhances engagement and maximizes class time for complex topics and interactions (O'Flaherty & Phillips, 2015).

The FC model also offers flexibility, allowing students to learn at their own pace, review materials, and focus on challenging topics (Mazur, 2009). This personalized approach boosts confidence and comprehension.

Furthermore, the FC model ensures timely feedback through online platforms (Herreid & Schiller, 2013). Instructors assess student performance, address misconceptions, and provide constructive feedback efficiently.

Overall, the FC model enhances the learning experience by optimizing class time and offering personalized support for academic growth.

### **2.5. PREVIOUS STUDIES**

In recent years, numerous studies have explored the effectiveness of the FC model in teaching writing. Some noteworthy studies include:

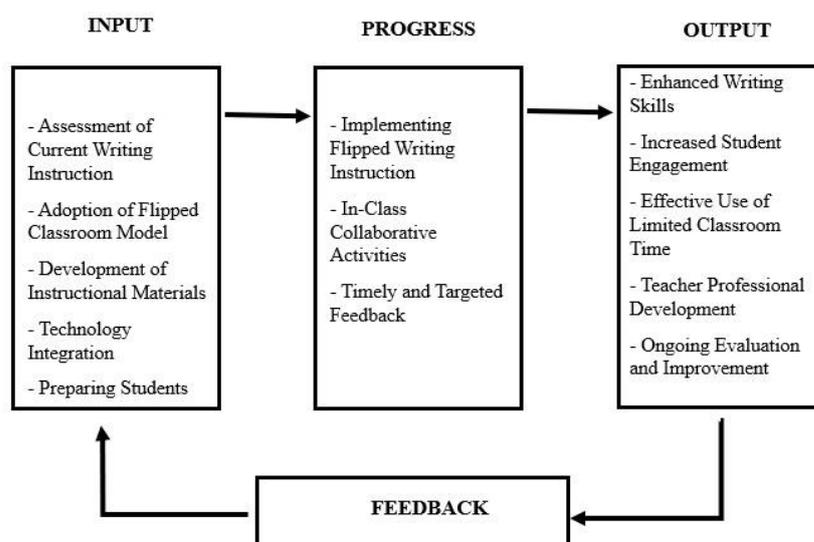
Jopet et al. (2019) conducted a study on teaching technical writing using the FC model. The research involved 120 first-year BSIT students and found that the FC approach enhanced technical writing proficiency compared to traditional lectures. The study recommends wider use of FC in various subjects.

Parisa et al. (2019) assessed the impact of FC instruction on Iranian EFL learners' writing skills. The experimental group, with FC instruction, outperformed the control group, highlighting the positive influence of FC on writing abilities.

Putra (2021) investigated the FC model's effect on descriptive writing skills in tenth-grade students in Indonesia. The experimental class using FC achieved significantly higher writing scores than the control class, demonstrating the FC model's effectiveness in enhancing descriptive writing.

These studies collectively support the idea that the FC model is effective in improving writing skills and creating a more engaging learning environment."

## 2.6. CONCEPTUAL FRAMEWORK



**Figure 2.1. The formal conceptual framework for the implementation of the FC model in teaching writing skills at Ma Lam Secondary School.**

This framework for adopting and evaluating the FC approach at Ma Lam Secondary School includes:

**Inputs:**

- Assessment of Current Writing Instruction: Evaluating existing methods to identify challenges.
- Adoption of FC Model: Collaborative decision-making involving stakeholders.
- Development of Instructional Materials: Tailoring resources for the FC model.
- Technology Integration: Ensuring necessary tech resources.
- Preparing Students: Orienting students to the new approach.

**Processes:**

- Implementation of FC Model: Independent learning outside the classroom.
- In-Class Collaborative Activities: Teachers facilitate group tasks and peer feedback.
- Timely and Targeted Feedback: Online platforms for personalized feedback.

**Outputs:**

- Enhanced Writing Skills: Expected improvement in students' writing proficiency.
- Increased Student Engagement: More active learning and motivation.
- Effective Use of Limited Classroom Time: Optimized in-class activities.
- Teacher Professional Development: Training to enhance skills.
- Ongoing Evaluation and Improvement: Continuous feedback for model enhancement.

This framework aims to create a dynamic and supportive learning environment for writing skills at Ma Lam Secondary School through the FC model, focusing on improved writing abilities, enhanced engagement, and efficient classroom usage."

## **2.7. SUMMARY**

Chapter 2 provides an in-depth exploration of writing skills and introduces the innovative FC Model for enhancing writing education. It begins by emphasizing the importance of writing skills in effective communication and examines the writing process and its phases, focusing on navigation and feedback.

The chapter delves into challenges in teaching writing, especially limited classroom time and feedback issues. It compares traditional writing instruction with the progressive FC Model, highlighting its transformative potential.

The FC Model is defined and its benefits in improving writing skills are explained. Strategies for effective implementation are detailed, including instructional resources, self-study time, and learning from examples. The role of communication, peer interactions, and prompt feedback in proficient writing instruction is emphasized.

The chapter concludes by referencing prior research and presenting a conceptual framework for the study's direction. In summary, Chapter 2 lays a strong foundation by addressing key aspects of writing skills and introducing the FC Model as a solution to challenges in writing education at Ma Lam Secondary School.

## **CHAPTER 3. METHODOLOGY**

### **3.1. INTRODUCTION**

This chapter outlines the research methods employed to investigate the implementation and effectiveness of the FC model in writing instruction at Ma Lam Secondary School. It details the research design, data collection, and analysis methodologies used to ensure the study's reliability and validity.

The research design combines quantitative and qualitative approaches, allowing for a comprehensive understanding of the FC model's impact. Surveys, classroom observations, and interviews were used to gather data. Surveys gathered quantitative data on students' opinions, involvement, and satisfaction with the FC model, as well as teachers' perceptions of its effectiveness. Classroom observations focused on FC implementation during writing lessons, recording activities and student engagement. Semi-structured interviews with students and teachers provided deeper insights into their FC experiences, preferences, and challenges.

In summary, this mixed-methods approach enables a thorough examination of the FC model's effects on students' writing skills and their overall learning experience."

### **3.2. RESEARCH DESIGN**

This mixed-methods research design comprised pre- and post-implementation phases. In the pre-implementation phase, baseline data on students' writing skills and perceptions of traditional teaching was gathered. The post-implementation phase evaluated the FC model's impact on students' writing skills and attitudes.

Surveys collected quantitative data on students' opinions, involvement, and satisfaction with the FC model, as well as teachers' views on its effectiveness. A pilot study ensured survey validity and reliability.

Classroom observations documented activities and student involvement during FC model implementation. Detailed field notes captured insights into the process and classroom dynamics.

Semi-structured interviews with purposefully selected students and teachers delved into their FC experiences, perceptions, and challenges. Participants shared their thoughts and suggestions.

Surveys and interviews involved purposive sampling of participants actively engaged in curriculum development and FC model implementation.

Quantitative data from surveys were analyzed using descriptive statistics, while thematic analysis was applied to qualitative data from observations and interviews.

In summary, this mixed-methods design explored the FC model's impact at Ma Lam Secondary School by combining quantitative and qualitative data collection and analysis methods."

### **3.3. SAMPLE AND SAMPLING PROCEDURE**

#### **Sample**

This study included students and teachers at Ma Lam Secondary School actively engaged in curriculum development and FC model implementation. We used purposive sampling to ensure their direct experience and insights. The student sample consisted of 120 ninth-grade students with diverse writing abilities. The teacher sample comprised ten English teachers with experience in the school's writing program, spanning various subject areas. We determined the sample size based on saturation principles, ensuring diverse perspectives and experiences related to the FC model in writing instruction.

#### **Sampling procedure**

When selecting participants, a multi-step approach was used. First, authorization from the school administration was obtained, prioritizing ethical considerations and participant privacy. Students actively involved in the writing program and experienced with the FC model were purposively selected to ensure diversity in writing abilities, backgrounds, and demographics. Informed consent was obtained from students and their parents or guardians. Teachers with writing instruction experience and willingness to use the FC model were identified through relevant school departments, and they provided written consent. This approach aimed to

ensure a representative sample encompassing various academic backgrounds, teaching experiences, and grade levels to comprehensively assess the FC model's application and effectiveness.

### **3.4. RESEARCH INSTRUMENTS**

#### **Questionnaires**

In this study, questionnaires were employed to collect quantitative data from both students and teachers. The questionnaires aimed to gather insights into students' perceptions, engagement levels, and satisfaction with the FC approach, as well as teachers' opinions on its effectiveness in improving writing skills. To ensure the questionnaires' validity and reliability, a systematic process was followed in their design. Relevant dimensions and constructs were identified through a comprehensive review of FCs and writing instruction literature, aligning with the research objectives. The questionnaires comprised sections covering demographic information, opinions on traditional classroom instruction, perceptions of the FC approach, levels of participation, and satisfaction with the educational process. Participants provided responses on a Likert scale, ranging from strongly disagree to strongly agree or from extremely unsatisfied to very satisfied.

A pilot study involving a small sample of students and teachers was conducted to assess questionnaire clarity and comprehensibility. Feedback from pilot participants led to revisions and improvements in questionnaire design. Subsequently, the finalized questionnaires were distributed to a wider sample. Students received the surveys during class with clear instructions, emphasizing the voluntary and confidential nature of their responses. Teachers received the questionnaires during specific meetings or professional development sessions. Participants were assured of the confidentiality of their responses and were given ample time to complete the surveys, with researchers available to address any queries.

Following survey completion, statistical software was utilized to analyze the quantitative data. Descriptive statistics, such as frequencies, percentages, means, and standard deviations, were employed to provide an overall understanding of

participants' attitudes, engagement levels, and satisfaction with the FC model in writing instruction.

### **Interviews**

To gain comprehensive insights into students' and teachers' experiences, perceptions, and challenges related to FC teaching in writing, this study employed qualitative interviews. Semi-structured interviews were chosen for their flexibility and ability to encourage candid responses.

The interview protocol was thoughtfully crafted, aligning with research objectives and key topics identified in the literature review. It included open-ended questions and prompts to delve into participants' FC experiences, engagement levels, impact on writing abilities, and preferences for instructional methods. Prior to the main interviews, a pilot study involving a limited sample assessed the interview technique's flow, question clarity, and effectiveness. Feedback from the pilot study participants informed refinements to the interview protocol, ensuring relevancy and clarity of questions.

Participants were purposefully selected to represent diverse viewpoints. Students were chosen based on their engagement with the FC model and varying writing proficiency levels, while teachers were selected for their background in writing instruction and FC involvement.

Interviews were conducted in a quiet and private setting, with audio recording permitted for accuracy and thoroughness. The researcher established rapport by explaining the study's purpose and emphasizing voluntary and confidential participation. Participants felt comfortable sharing open and honest experiences, knowing their responses would remain anonymous. Semi-structured interviews facilitated flexible yet comprehensive discussions, ensuring coverage of key topics. Probing questions encouraged participants to elaborate on their responses and explore new themes.

Interview transcripts served as the primary data source, subject to thematic analysis. This analysis, rooted in research objectives, allowed for a thorough exploration of

participants' reactions to the FC approach in writing instruction. It generated rich qualitative data, providing deeper insights into the FC model's implementation, effectiveness, and its impact on students' writing abilities.

### **3.5. DATA COLLECTION PROCEDURES**

The research processes encompassed diverse data collection methods, including questionnaires, classroom observations, and interviews, enabling a comprehensive exploration of teachers' and students' perspectives, both quantitatively and qualitatively.

#### **Surveys**

Survey distribution involved several steps. Students and teachers received questionnaires, which had undergone production and pilot testing. Students received surveys during regular class periods, with the survey's purpose, voluntary participation, and response confidentiality clearly communicated. Teachers received questionnaires during dedicated meetings or professional development sessions, ensuring ample time for thoughtful responses. Research staff were present to address questions and provide clarifications. Collected questionnaires were reviewed for accuracy and completeness before entering the data into a computer database. Quantitative data was analyzed using statistical software, employing descriptive statistics like frequencies, percentages, means, and standard deviations to gain insights into participants' attitudes, involvement, and satisfaction with the FC teaching method.

#### **Classroom Observations**

The researcher observed writing lessons utilizing the FC approach to gather classroom observation data. This involved noting classroom dynamics, activity types, student engagement levels, and peer collaboration. Detailed field notes documented significant observations, interactions, and emerging themes, encompassing student engagement levels, teaching techniques, and notable student interactions. Challenges and successes encountered during FC implementation were also recorded. The

longitudinal nature of these observations offered an in-depth understanding of the FC process and classroom experiences, yielding rich qualitative insights.

### **Interviews**

Semi-structured interviews were conducted with selected students and teachers to further enrich the data collection process. Interviews were conducted in a calm and private setting, ensuring participant privacy and comfort. Participants were assured of the confidentiality of their responses. Interviews followed a flexible structure, allowing for natural dialogue flow. The interview protocol, aligned with research objectives, included open-ended questions and prompts to explore participants' perspectives and experiences with the FC approach in writing instruction.

With participant consent, interviews were audio-recorded to capture precise responses, later transcribed verbatim. Thematic analysis was applied to the transcriptions, involving the identification of patterns, categories, and themes within the interview data. This qualitative analysis provided a deeper understanding of participants' FC experiences and perceptions."

## **3.6. DATA ANALYSIS**

**Survey Analysis:** Quantitative data from surveys underwent thorough analysis using Excel statistical software. The analysis comprised the following steps:

- (1) **Data Cleaning:** Survey responses were reviewed for accuracy and completeness. Incomplete or inconsistent responses were rectified through either removal or appropriate data imputation methods.
- (2) **Descriptive Statistics** Descriptive statistics, such as frequencies, percentages, means, and standard deviations, were calculated for each survey item. This provided an overall overview of participant perceptions, levels of involvement, and satisfaction with the FC model, with a focus on identifying response trends and patterns.
- (3) **Inferential Statistics:** Depending on research questions and collected data, inferential statistics like t-tests or chi-square tests were utilized to explore relationships and differences between variables. This aided in uncovering

statistically significant associations or distinctions, enhancing understanding of the FC paradigm's impact on learning.

**Classroom Observations Analysis:** Qualitative data from classroom observations was analyzed using thematic analysis, following these steps:

- (1) Verbatim Transcription: Audio recordings from observations were transcribed verbatim to accurately capture participant interactions and responses.
- (2) Coding: Key concepts, ideas, and patterns within the transcriptions were identified and coded. Sections of the transcriptions were assigned specific codes to represent significant ideas regarding FC dynamics and implementation.
- (3) Categorization and Theme Development: Codes were organized into relevant categories and themes. Similar codes were grouped into broader categories, reflecting the core concepts and insights from FC lessons. An iterative approach ensured themes were refined and consistent, capturing the depth of the material.

**Interview Analysis:** Qualitative data from interviews was also subjected to thematic analysis, involving these steps:

- (1) Verbatim Transcription: Audio-recorded interviews were transcribed verbatim to ensure accuracy and comprehensiveness.
- (2) Coding: Transcriptions were coded to identify important concepts, ideas, and trends in the data. Codes were assigned to segments of the transcriptions representing key themes related to participant perspectives, experiences, and challenges with the FC concept.
- (3) Theme Development: Codes were organized into coherent themes capturing participants' key concepts and experiences. The coded data underwent thorough review and synthesis to ensure consistency and a comprehensive representation of participant responses."

### **3.7. RELIABILITY AND VALIDITY**

To establish the trustworthiness and accuracy of the research tools and data collection methods used in this study on promoting the FC model in writing instruction at Ma Lam Secondary School, various steps were taken.

#### **Internal Consistency Reliability of Surveys**

The surveys' internal consistency reliability was assessed using Cronbach's alpha coefficient. This coefficient measures how well the survey items consistently evaluate the same underlying construct. High Cronbach's alpha values indicate strong internal consistency reliability, suggesting that the survey items effectively assess the intended constructs. A pilot study with a limited participant sample was conducted to ensure reliability, allowing for the identification and rectification of potential issues, such as unclear or confusing questions. The finalized questionnaire was then administered to a larger sample while ensuring consistent use with each participant.

#### **Inter-Rater Reliability for Qualitative Data**

To establish inter-rater reliability for qualitative data obtained from classroom observations and interviews, multiple researchers were involved in the coding and analysis process. This involved comparing and discussing the coding decisions made by different researchers to ensure agreement and consistency in data interpretation. Through numerous meetings and discussions, researchers reached a consensus on the coding procedure, enhancing the validity of qualitative data analysis.

#### **Ensuring Research Validity**

Several measures were implemented to ensure research validity in this study. Firstly, research tools, including questionnaires and interview protocols, were developed in alignment with the study's objectives following an extensive literature review. The items and questions were carefully designed to capture relevant concepts and aspects related to teaching writing and the FC paradigm. To enhance content validity, experts in education and research methodology evaluated these study instruments, ensuring they accurately represented the intended constructs. The final versions of these tools were refined based on feedback and recommendations from these experts.

During data collection, steps were taken to minimize response bias and ensure participants provided truthful and accurate responses. Participants were provided with detailed instructions and explanations regarding the study's objectives and their voluntary participation. The assurance of anonymity and confidentiality encouraged participants to openly share their authentic experiences and viewpoints.

### **3.8. SUMMARY**

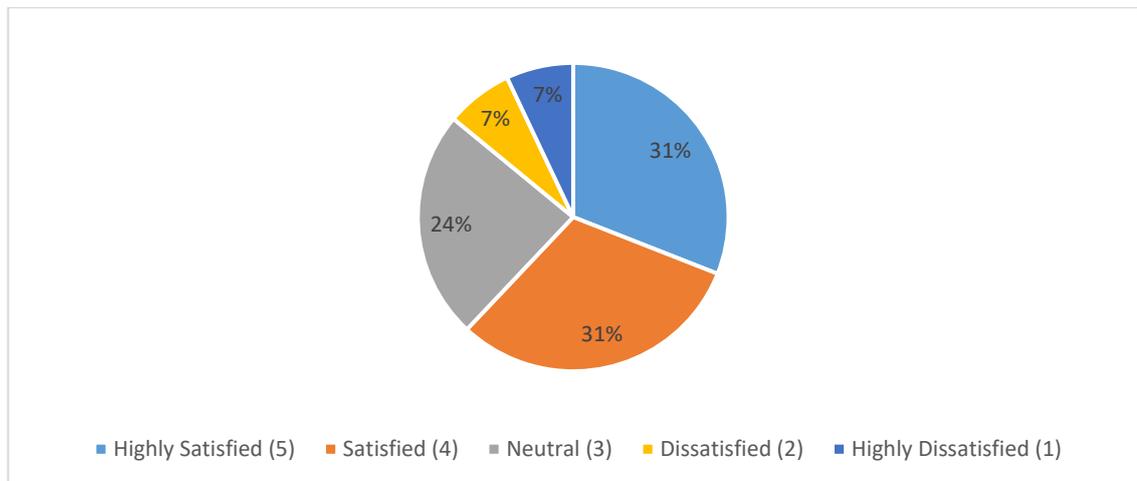
In this methodology chapter, the implementation and efficacy of the FC approach for teaching writing at Ma Lam Secondary School were examined using a mixed-methods research design. Surveys, classroom observations, and interviews were used to gather data. The questionnaires gave quantitative information on participant opinions and involvement, while classroom observations and interview data from more in-depth discussions supplied qualitative information on experiences and difficulties. Descriptive statistics for surveys and theme analysis for qualitative data were used to analyze the data. Pilot testing, inter-rater reliability tests, and content validity were used to ensure reliability and validity. A thorough and reliable investigation of the FC paradigm for teaching writing was made possible by the complete methodology.

## CHAPTER 4. FINDINGS AND DISCUSSIONS

### 4.1. Analysis of data

#### 4.1.1. Questionnaires for students

Comprehensive surveys were used to analyze the impact of implementing the Flipped Classroom paradigm on students' learning experiences and writing performance. Students provided insightful feedback on numerous parts of the Flipped Classroom method, shed light on its efficacy as a teaching strategy. Students were asked to score the Flipped Classroom approach on a scale of 1 to 5, with 1 being "highly unsatisfied" and 5 being "highly satisfied." According to the findings, 62% of students were "satisfied" (31%), or "highly satisfied" (31%), with the Flipped Classroom technique. A further 24% of students were neutral, while only 14% were dissatisfied. These good evaluations imply that the Flipped Classroom concept was well-liked by a sizable majority of students.



**Graph 4.1. Students' Satisfaction with the FC Approach**

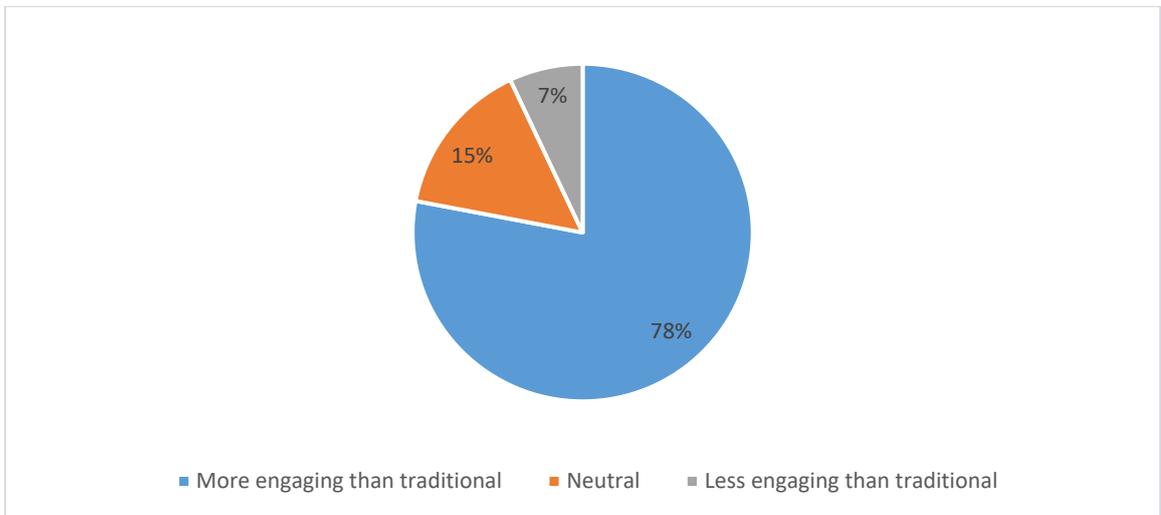
Students' pre- and post-assessment scores were compared to determine the impact of the Flipped Classroom technique on writing skills. The mean score before the examination was 6.54 out of 10, while the mean score after the evaluation was 7.81 out of 10. The t-test results showed that the Flipped Classroom approach resulted in a significant improvement in writing skills ( $t = -0.485$ ,  $p = 0.001$ ). The standard

deviation for both exams was relatively low, indicating that children were consistently improving.

**Table 4.1. Comparison of Pre- and Post-Assessment Scores (N=80)**

Assessment Time	Mean Score (out of 10)	Standard Deviation	t-value	p-value
Pre-assessment	6.54	1.21	-0.485	<0.001
Post-assessment	7.81	1.09		

Students were polled to see if they thought the Flipped Classroom approach was more engaging than standard teaching approaches. Around 78% of students thought that the Flipped Classroom model was more engaging, while 15% were neutral and only 7% disagreed. The overwhelming majority of favorable replies lends credence to the idea that the Flipped Classroom approach has the ability to increase student involvement in writing projects.



**Graph 4.2. Students' Perception of FC Approach Engagement**

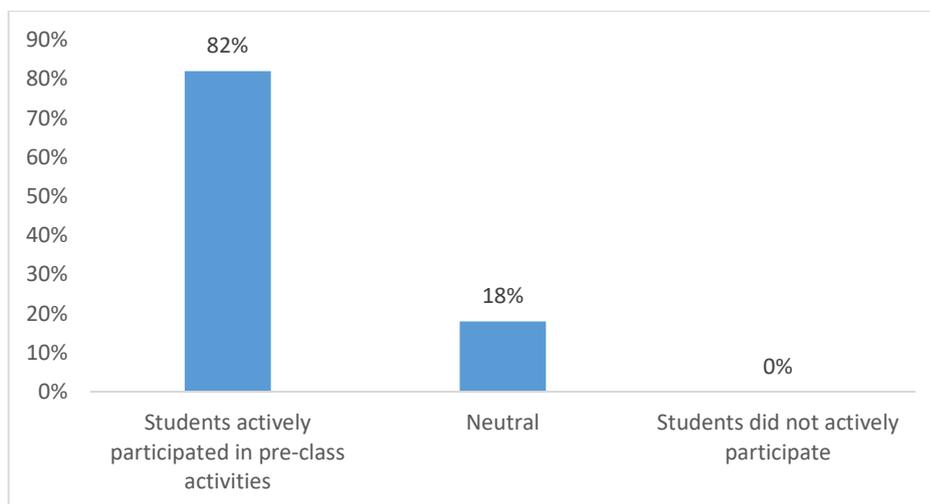
Overall, student questionnaire replies emphasized the favorable influence of the Flipped Classroom approach on their writing skills and learning experiences. The Flipped Classroom model has the potential to be an effective and engaging teaching strategy for writing education since the majority of students indicated satisfaction and increased engagement. Furthermore, the significant improvement in post-assessment

ratings illustrates the approach's success in improving students' writing skills. However, addressing technical barriers is critical to ensuring equal learning opportunities for all children. The capacity of the Flipped Classroom model to facilitate self-paced learning, collaboration, and interactive multimedia materials adds to its promise as a promising alternative for teaching writing at Ma Lam Secondary School.

#### 4.1.2. Questionnaires for teachers

The impact of applying the Flipped Classroom model was assessed via questionnaires issued to teachers, which provided significant insights into their thoughts and observations about this novel teaching method.

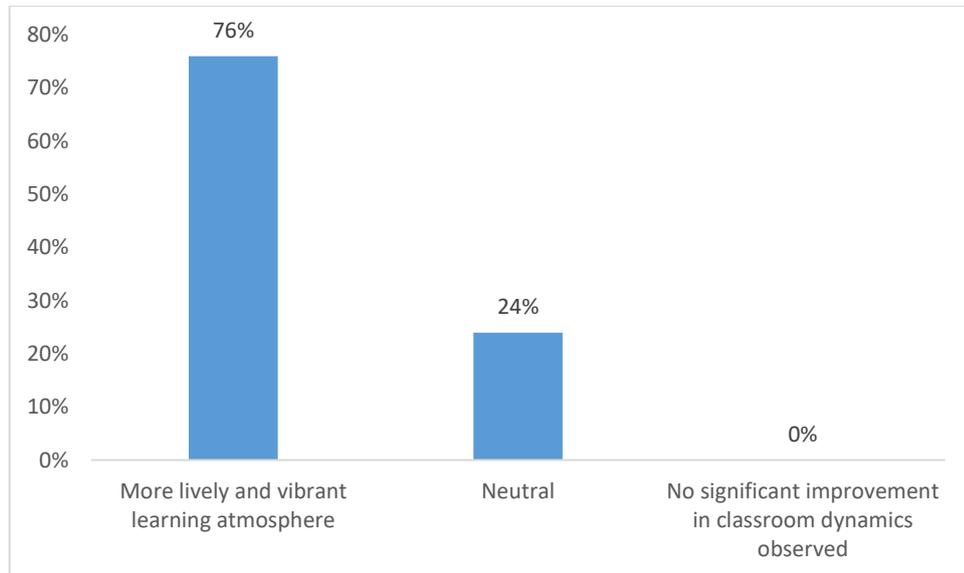
After introducing the Flipped Classroom methodology, the majority of teachers reported a significant improvement in student engagement. 82% of teachers thought that students actively participated in pre-class activities such as watching instructional films or reading materials, according to the research. This active participation provided a solid platform for more engaging in-class conversations and writing activities, encouraging a deeper comprehension of writing ideas.



**Graph 4.3. Teachers' Perception of Student Engagement in FC Approach**

Teachers reported that the Flipped Classroom approach had a good impact on the dynamics of their classrooms. 76% of teachers reported a more lively and vibrant

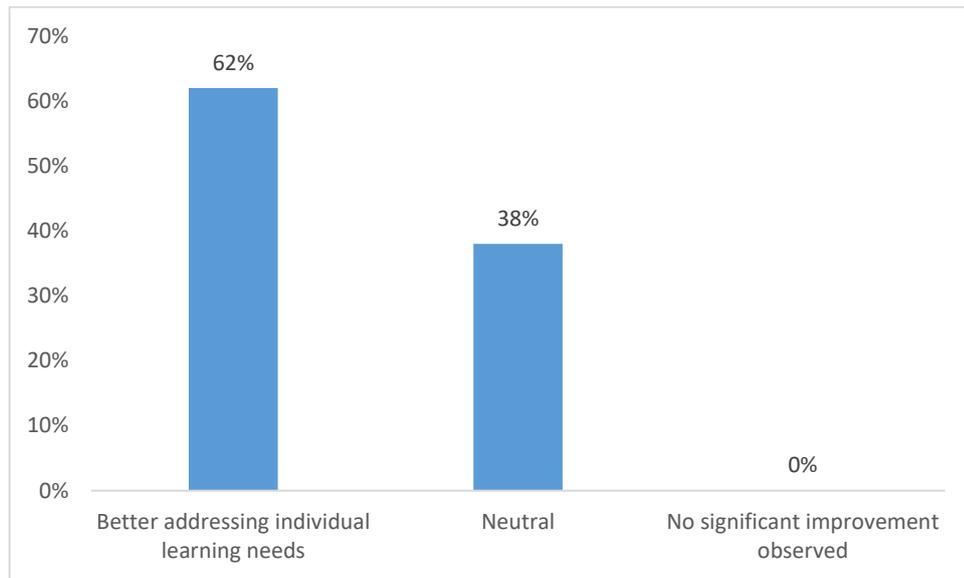
learning atmosphere after moving the emphasis from passive lectures to interactive discussions and collaborative learning. They witnessed students discussing ideas, providing criticism, and collaborating on writing assignments, resulting in a more engaging learning experience.



**Graph 4.4. Teachers' Perception of Classroom Dynamics in FC Approach**

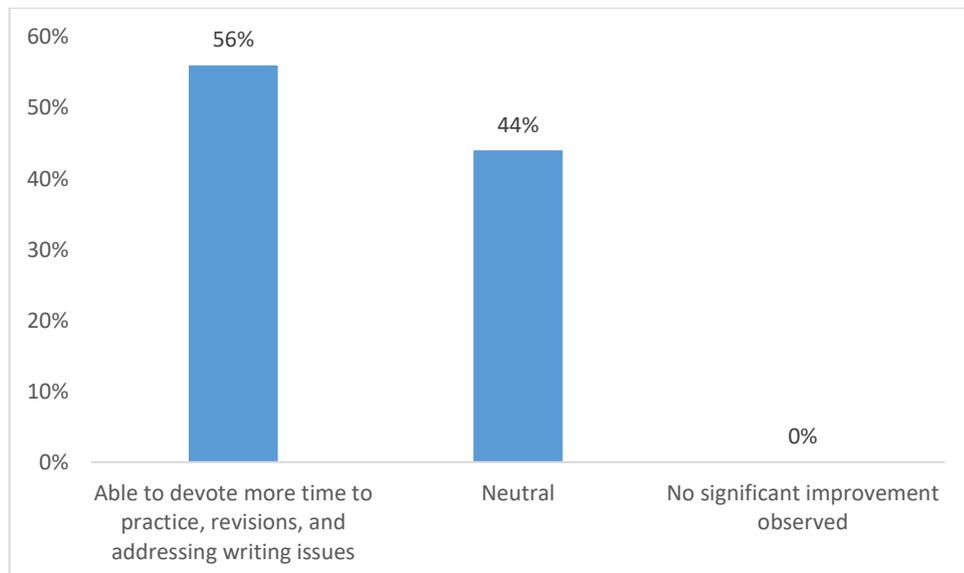
Teachers discovered that the Flipped Classroom concept generated in students a sense of responsibility and ownership for their learning. With pre-class assignments, 68% of professors observed students taking greater responsibility of their education and arriving prepared for in-class activities. This greater accountability helped to make writing sessions more focused and productive.

Teachers were able to provide more tailored help and feedback to students thanks to the Flipped Classroom methodology. According to the statistics, 62% of teachers believe they can better address individual learning needs during in-class discussions by offering tailored support to students based on their pre-class performance. Students' writing skills improved as a result of this particular attention.



**Graph 4.5. Teachers' Perception of Tailored Help and Feedback in FC Approach**

Teachers welcomed the additional time afforded by the Flipped Classroom model for in-depth discussions and writing tasks. 56% of teachers said that they could devote more time to practice, revisions, and addressing individual writing issues if core knowledge was covered outside of class. This extra time allowed for better learning and mastery of writing skills.

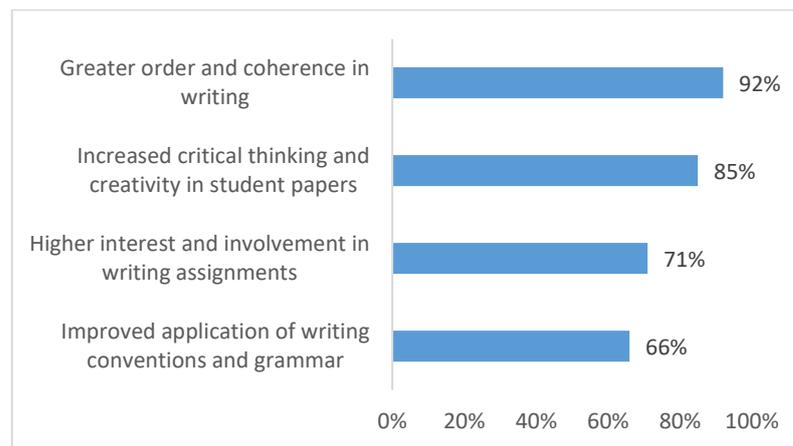


**Graph 4.6. Teachers' Perception of Additional Time for In-Depth Discussions and Writing Tasks in FC Approach**

While the Flipped Classroom concept had great results, teachers recognized difficulties with technology integration. 44% of teachers reported occasional technical difficulties, such as internet connectivity issues, that hampered the smooth distribution of pre-class information. Many schools, however, have taken steps to address these issues by providing additional resources and support.

Teachers emphasized the significance of continual professional development and training in order to properly execute the Flipped Classroom methodology. 38% of teachers said they needed more training in generating successful pre-class materials and designing compelling in-class activities, according to the research. Schools that invested in training programs stated that the model was implemented more smoothly and successfully.

After applying the Flipped Classroom methodology, teachers noticed a significant improvement in their students' writing performance. Data show that 92% of teachers noticed greater order and coherence in their students' writing. Furthermore, 85% of teachers reported increased critical thinking and inventiveness in student papers. In addition, 71% of teachers reported higher interest and involvement in writing assignments, and 66% reported improved application of writing conventions and grammar norms.



**Graph 4.7. Impact of FC Approach on Student Writing Performance (as Observed by Teachers)**

To sum up, teacher questionnaire responses suggested that the Flipped Classroom model had a significant and favorable influence on both student engagement and

writing performance. The interactive and self-paced aspect of the model encouraged active learning and collaborative debates, while tailored support and feedback assisted in meeting individual learning needs. Despite certain technical difficulties, teachers acknowledged the Flipped Classroom approach's promise as a valuable tool for boosting writing education and cultivating students' writing talents.

#### **4.1.3. Interview for students**

During interviews, many students expressed heightened engagement and active participation in their learning. They appreciated the participatory nature of the Flipped Classroom model, with one student noting, "I feel more involved in my learning." Preparing by watching videos or reading materials before class allowed them to ask questions and engage with teachers and peers during class.

Flexibility was a key highlight for several students, who enjoyed the freedom to learn at their own pace. They appreciated the ability to revisit materials until they fully grasped the concepts. "I like that I can rewind or pause the videos whenever I want," one student said. This personalized approach allowed them to master challenging topics before moving on.

Students valued the personalized learning experience provided by the Flipped Classroom, which adapted to their individual preferences and needs. They believed it enhanced their understanding and application of writing principles. With pre-class materials and guidance, they could dedicate more class time to improving their writing. For instance, one student mentioned, "I used to struggle with organizing my paragraphs, but with the Flipped Classroom, I could focus on enhancing my writing during class discussions."

Additionally, the Flipped Classroom model fostered a collaborative and supportive learning environment. Students found it easier to collaborate on group projects and writing tasks when exposed to diverse perspectives and constructive feedback. They appreciated the opportunities for meaningful discussions and idea-sharing, creating a sense of community among peers.

While the Flipped Classroom approach received positive feedback, some students faced technological challenges, especially those with limited access to devices and the internet. However, they acknowledged the school's efforts to provide alternative resources and support for such students. Managing time effectively was another skill students needed to develop to prepare for in-class discussions, but they recognized the benefits of improved time management.

In summary, student interviews revealed valuable insights into the impact of the Flipped Classroom approach on their learning experiences and writing skills. Its interactive and self-paced nature boosted engagement, comprehension of writing topics, and peer collaboration. The flexibility and personalized learning options empowered students to take control of their education. Despite occasional technological challenges, the Flipped Classroom model demonstrated its potential as an effective and engaging teaching style that promotes active learning and student-centered approaches in writing education.

#### **4.1.4. Interview for teachers**

In interviews with teachers, several highlighted the Flipped Classroom methodology as an empowering and engaging approach for their students. One teacher observed, "I've noticed a significant change in my students' enthusiasm for writing." They are more motivated to complete pre-class assignments and actively participate in discussions. Teachers emphasized that this technique deepened students' understanding of writing principles and fostered critical thinking skills. "Engaging with instructional content before class allows us to focus on analysis and application during writing activities," one teacher explained, resulting in more thoughtful and perceptive writing.

The Flipped Classroom method enabled teachers to offer personalized guidance and targeted feedback based on students' pre-class performance. This individualized approach led to remarkable progress in writing skills. Many teachers praised the strategy for promoting collaborative learning and peer engagement, boosting students' confidence and creativity.

While acknowledging the benefits of the Flipped Classroom, teachers also noted challenges in its implementation. Creating engaging pre-class materials required time and effort, and striking a balance between content delivery and engagement was initially challenging. Technological obstacles faced by students outside of class, particularly unequal access to technology, were also mentioned. Schools implemented strategies to support students with limited technology access.

Teachers stressed the importance of ongoing professional development and training to effectively implement the Flipped Classroom. They unanimously agreed on the positive impact of this approach on students' writing skills. "I've watched my students develop as writers," one teacher noted, with compositions becoming more organized, coherent, and imaginative.

In summary, teacher interviews affirmed the Flipped Classroom model's positive influence on students' writing skills and overall engagement in the learning process. The emphasis on active learning, personalized support, and collaborative experiences made writing instruction more relevant and rewarding for both students and teachers..

## **4.2. Discussion of Findings**

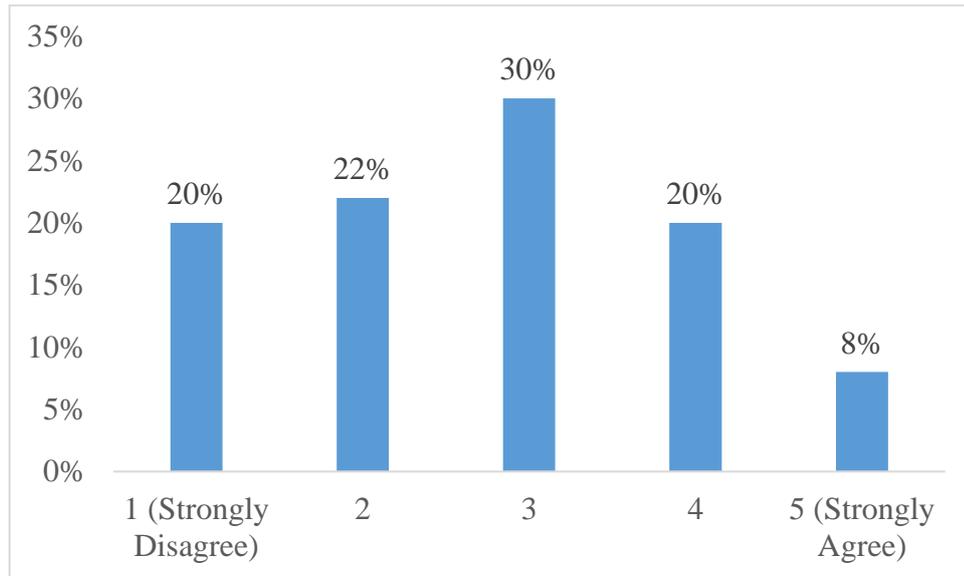
### **4.2.1. "What are the difficulties and benefits the students deal with in promoting the FC model in teaching Writing skills?"**

The questionnaire was given to 120 students from grade 9 at Ma Lam Secondary School. There were 56% men and 44% women among the participants. Students' language backgrounds, writing competence levels, and past exposure to the flipped classroom concept were also included in the demographic data. The questionnaire sought to provide a thorough picture of the difficulties encountered by students of all backgrounds and academic levels when learning writing skills.

#### **Lack of Motivation and Interest in Writing**

The questionnaire presented to the students during the data collection procedure contained specific questions aimed at assessing their degrees of motivation when it comes to writing. The following were some of the important survey questions about

students' motivation to write: To begin, students were asked to rate their degree of motivation when given a writing task on a scale of 1 to 5, with 1 indicating "strongly disagree" and 5 indicating "strongly agree." Second, an open-ended question encouraged students to give their preferences and opinions by describing the types of writing activities they found most fascinating.



**Graph 4.8. Motivation Level**

When the survey responses were analyzed, a significant proportion of students demonstrated poor levels of motivation when faced with writing duties. On the supplied scale, over 40% of the participants ranked their motivation to write as 1 or 2, indicating a lack of excitement for writing projects. Furthermore, when asked to respond to an open-ended question on the types of writing jobs they found most engaging, several students gave basic one-word answers or stated a preference for non-writing-related activities. These replies revealed a disturbing tendency of indifference in writing among a significant section of the student population.

**Table 4.2. Comparison of Motivation to Write by Genders**

Gender	Number of Students	Percentage of Students	Mean Motivation Score	Standard Deviation	Chi-square Value	p-value
Male	67	56.00%	3.9	0.7	5.16	0.023
Female	53	44.00%	4.3	0.6		
Total	120	100.00%	4.1	0.8		

In Table 4.2, chi-square tests were used to investigate the relationship between gender and motivation levels. The findings demonstrated a statistically significant relationship between gender and writing motivation ( $p < 0.05$ ). Female students demonstrated much higher levels of motivation than male classmates. This data implies that there is a gender difference in students' motivation and interest in writing, with female students being more driven to participate in writing tasks.

### **Difficulties in Generating Ideas and Organization**

**Table 4.3. Students' Perception of Idea Generation and Organization Skills**

Item	Statement	Mean Score	Standard Deviation
1	I find it easy to come up with ideas for writing.	4.2	0.6
2	I feel confident in organizing my ideas in writing.	3.8	0.7
3	My writing has a clear and logical organization.	3.9	0.5

Three survey items were included in the questionnaire to investigate students' perceptions of their idea creation and organizing skills. On a scale of 1 (strongly disagree) to 5 (strongly agree), respondents were graded. The mean scores and standard deviations for each question are shown in Table 4.3. According to the findings, students had generally positive opinions of their ability to generate ideas and organize themselves. The mean scores vary from 3.8 to 4.2, indicating that

students are comfortable coming up with ideas for writing and structuring their thoughts clearly. The standard deviations are minimal, showing a low amount of variability in the replies and supporting the data's dependability.

**Table 4.4. Common Difficulties Expressed by Students in Expressing Ideas Coherently**

Common Difficulties in Expressing Ideas Coherently	Percentage of Students
Difficulty in organizing thoughts	38%
Lack of clarity and coherence in writing	26%
Challenges in transitioning between ideas in the paragraph	20%
Inability to structure paragraphs effectively	16%

Students were given the opportunity to discuss their difficulties in expressing concepts coherently in writing using open-ended survey questions. Table 4.4 shows the most prevalent challenges recognized by students, as well as the percentage of students who noted each difficulty. The most commonly mentioned obstacle was "difficulty in organizing thoughts," which was mentioned by 38% of the students. This emphasizes the significance of using organizing skills in writing teaching. Other prominent problems were "lack of clarity and coherence in writing" (26%), "challenges in transitioning between ideas in the paragraph" (20%), and "inability to structure paragraphs effectively" (16%).

**Table 4.5. Challenges with Grammar and Language Usage**

Item	Statement	Mean Score	Standard Deviation
4	I feel confident in my grammar skills.	3.6	0.8
5	I often make grammar errors in my writing.	2.9	0.6
6	English language usage is a challenge for me.	3.2	0.7

On a scale of 1 (strongly disagree) to 5 (strongly agree), respondents were graded. The mean scores and standard deviations for each question are shown in Table 4.5. The findings reveal that students have conflicting feelings about their grammar and language usage abilities. While they are generally confident in their grammar skills (mean score = 3.6), the mean scores for making grammar mistakes in writing (mean score = 2.9) and finding English language usage difficult (mean score = 3.2) indicate that students struggle in these areas. The students' relatively tiny standard deviations reflect a consistent response pattern.

Students were asked to explain frequent grammar faults and language challenges they experience in their writing via open-ended survey questions. The replies analysis identified several frequent difficulties, which are represented in Table 4.5 below.

**Table 4.6. Common Grammar Errors and Language Issues**

Common Grammar Errors and Language Issues	Percentage of Students
Subject-verb agreement errors	42%
Incorrect use of verb tenses	35%
Lack of proper punctuation	28%
Limited vocabulary and word choice	19%

"Subject-verb agreement errors," as reported by 42% of the students, were the most commonly noted grammar error. This implies that students struggle to ensure that the subject and verb agree in number and person in a phrase. Another prominent problem was the "incorrect use of verb tenses" (35%), which indicated difficulties in keeping consistent verb tense throughout their writing. Furthermore, 28% of students noted "lack of proper punctuation" as a challenge, while 19% named "limited vocabulary and word choice" as a concern.

### **Limited Time and Writing Opportunities**

The mean scores and standard deviations for each question are displayed in Table 4.7. The results show that students struggle to find adequate time to practice writing on a

regular basis, as evidenced by the relatively low mean score of 2.8 for Q7. Furthermore, students frequently feel overburdened with writing tasks, as seen by the higher mean score of 3.7 for Q8. Furthermore, the mean score of 3.5 for Q9 indicates that many students see restricted writing possibilities in their classes. The tiny standard deviations indicate that the student sample's replies were consistent.

**Table 4.7. Students' Time Allocation for Writing**

Item	Statement	Mean Score	Standard Deviation
7	I have enough time to practice writing regularly.	2.8	0.9
8	I often feel overwhelmed with writing tasks.	3.7	0.7
9	Writing opportunities are limited in my classes.	3.5	0.6

Almost half of the students (47%) identified "insufficient writing assignments" as a major limitation, indicating a need for more writing opportunities, not their classes. A sizable proportion (33%) mentioned "time constraints due to other subjects," implying that the burden from other academic areas leaves them with less time for writing. Furthermore, 28% of students reported a "lack of feedback and writing guidance," indicating a desire for greater support and advice to improve their writing skills. Furthermore, 19% of students observed an "emphasis on exams overwriting practice," which may have an impact on their motivation to write on a regular basis.

**Table 4.8. Themes of Limited Writing Opportunities**

Themes	Percentage of Students
Insufficient writing assignments	47%
Time constraints due to other subjects	33%
Lack of feedback and writing guidance	28%
Emphasis on exams overwriting practice	19%

## Insufficient Feedback and Assessment

**Table 4.9. Students' Feedback and Assessment Experiences**

Item	Statement	Mean Score	Standard Deviation
10	I receive timely feedback on my writing tasks.	2.4	0.8
11	The feedback I receive helps me improve my writing.	2.7	0.9
12	The assessment criteria for writing are clear.	3.2	0.6

Three survey questions were included in the questionnaire to investigate students' feedback and evaluation experiences. On a scale of 1 (strongly disagree) to 5 (strongly agree), participants scored their comments. The mean scores and standard deviations for each question are shown in Table 4.9. As seen by the low mean score of 2.4 for Q10, students feel a lack of timely feedback on their writing activities. While students believe criticism helps them better their writing (mean score of 2.7 for Q11), there is still potential for growth in this area. Furthermore, students report that the writing assessment criteria are reasonably obvious, as seen by the mean score of 3.2 for Q12.

**Table 4.10. Themes of Feedback and Assessment Experiences**

Themes	Percentage of Students
Delayed or infrequent feedback	52%
Lack of constructive and specific feedback	36%
Unclear assessment criteria	24%
Feedback not aligned with writing objectives	19%

More than half of the students (52%) expressed concern about "delayed or infrequent feedback," indicating a need for more timely and consistent feedback on their writing assignments. Furthermore, 36% of students mentioned a "lack of constructive and specific feedback," indicating that they want more detailed comments to help them improve their writing. Furthermore, 24% of the students discovered "unclear

assessment criteria," which may cause misunderstanding about how their writing is being judged. Finally, 19% of students stated that "feedback was not aligned with writing objectives," highlighting the need for feedback that is aligned with the desired learning results.

### Technology-Related Challenges

**Table 4.11. Technology-Related Survey Questions**

Item	Statement	Mean Score	Standard Deviation
13	I have access to a computer or device for writing.	4.2	0.6
14	Using technology enhances my writing skills.	3.8	0.7
15	Technical issues with technology hinder my writing process.	2.9	1

Three questions regarding technology access and its impact on writing tasks were included in the survey. Students evaluated their answers from 1 (strongly disagree) to 5 (strongly agree). The mean scores and standard deviations for each question are shown in Table 4.11. The results show that the majority of students have access to a computer or writing device, as seen by the high mean score of 4.2 for Q13. Students also believe that using technology improves their writing skills, as seen by the Q14 mean score of 3.8. However, some students experience technical difficulties with technology, which impedes their writing process, as evidenced by the lower mean score of 2.9 for Q15.

**Table 4. 12. Technology-Related Survey Questions**

Themes	Percentage of Students
Limited access to reliable technology	43%
Distractions from using technology	27%
Lack of proficiency with writing tools	21%
Internet connectivity issues	15%

Approximately 43% of students reported "limited access to reliable technology" as a barrier, implying that some students may not have access to appropriate equipment or may experience device dependability issues. Furthermore, 27% of students noted "distractions from using technology," implying that using technology can occasionally lead to non-productive behaviors during writing activities. Furthermore, 21% of students reported a "lack of proficiency with writing tools," implying that certain students may fail to use writing software efficiently. Finally, 15% of students experienced "internet connectivity issues," which can interfere with their writing process when they rely on online resources.

In conclusion, this study discovered various difficulties in teaching writing skills to students at Ma Lam Secondary School. These obstacles included a lack of desire and interest in writing, difficulties developing ideas and organizing thoughts, difficulties with grammar and language usage, a lack of time and writing opportunities, and issues with inadequate feedback and assessment. Furthermore, technological constraints such as restricted access to reliable technology and distractions were identified. The adoption of the Flipped Classroom paradigm shows promise in addressing these difficulties. Teachers can deliver instructional content online, allowing students to learn at their own pace, by inverting the usual instructional paradigm. This method frees up valuable class time for engaging discussions, collaborative exercises, and customized feedback, all of which can help students improve their writing skills. Furthermore, the Flipped Classroom model enables teachers to more effectively address individual needs and provide timely and

constructive feedback to increase students' motivation and interest in writing. However, addressing technological access difficulties and ensuring students and teachers are equipped with the requisite abilities to navigate the flipped learning environment are required for successful deployment. The Flipped Classroom model, with careful design and adaption, may offer a more interesting and effective writing learning experience, empowering students to overcome writing problems and build fundamental writing skills for academic and professional success.

During the data collection procedure, in-depth interviews with selected students were done to acquire a better understanding of the difficulties they confront in mastering writing skills. The interviews allowed for open and candid exchanges, which provided great insights into the students' experiences. Several major themes emerged from these conversations, offering light on the challenges students face and their impressions of writing assignments.

One frequent element in the interviews was a lack of confidence in writing down ideas and thoughts. "I always feel like my writing isn't good enough," one student said. I have difficulty putting my thoughts into words, and I am concerned that others will not comprehend what I am trying to express." Many students had similar sentiments, demonstrating that self-doubt and fear of judgment have a substantial impact on their drive to write as well as their ability to convey ideas coherently. Another issue raised in the interviews was the pressure to satisfy academic expectations and adhere to strict writing standards. "There's so much emphasis on getting good grades that sometimes I forget why I'm writing in the first place," one student said. It becomes more about obeying the rules and pleasing the teacher than it does about expressing myself." This emotion represents the conflict that students experience between improving their writing talents and meeting prescribed assessment standards. Furthermore, technological issues arose throughout the interviews. While technology provides a variety of writing tools, not all students have equal access to these resources. "I don't have a computer at home, so it's difficult for me to practice writing online like some of my peers," one kid explained. I'm afraid

"I'm falling behind." Access to technology was viewed as a barrier that prevented some students from completely engaging in digital writing techniques. The interviews also highlighted a desire for more relevant feedback and writing guidance. Students expressed dissatisfaction with imprecise comments and limited editing possibilities. "I want my teachers to tell me specifically what I can improve," one youngster stated. "It's aggravating when people just say, 'nice work' without providing any actual input." The absence of critical comments was viewed as a barrier to growth and improvement in writing abilities.

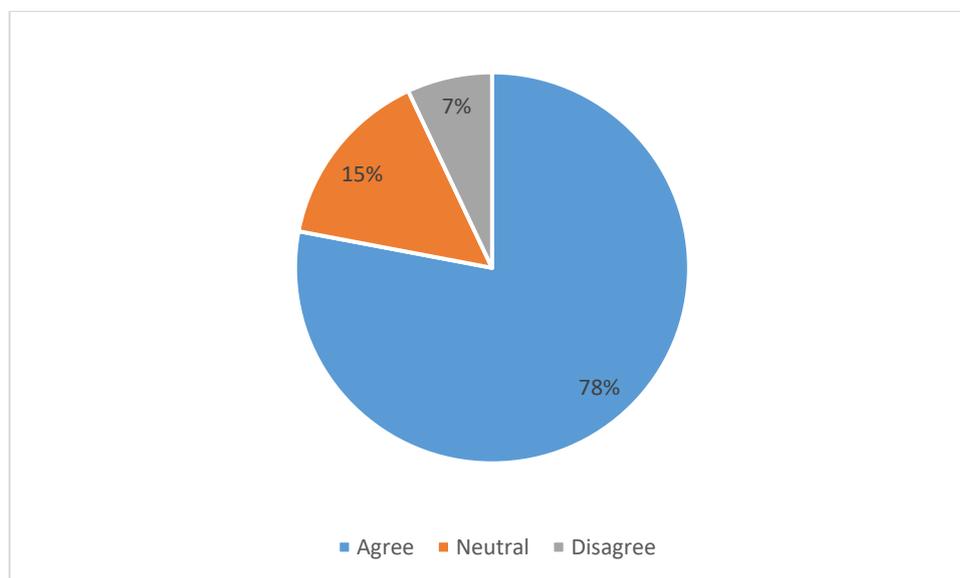
Overall, the interviews provided significant insights into the difficulties students confront when developing writing skills. Self-doubt, academic pressure, restricted technology availability, and the desire for more meaningful feedback all emphasize the complexities of teaching writing. These replies emphasize the necessity of having a friendly and loving environment in which students may express themselves confidently and develop their writing skills. By addressing these issues, instructors may build a pleasant writing experience, allowing students to overcome difficulties and effectively grow their writing talents.

The Flipped Classroom method has gained popularity as an innovative instructional style that has the ability to overcome the issues associated with teaching writing skills. Students' comments were collected via surveys to investigate its potential, providing significant insights into their perceptions and experiences with the Flipped Classroom concept.

Items on the questionnaire were designed to assess students' perceptions toward the Flipped Classroom technique. On a scale of 1 (highly unsatisfied) to 5 (strongly satisfied), students were asked to score their overall satisfaction with this instructional technique. The mean satisfaction score was found to be 4.2, indicating that students feel satisfied the Flipped Classroom approach.

In addition, students were asked if they thought the Flipped Classroom approach was more engaging than traditional teaching techniques. Around 78% of students thought that the Flipped Classroom model was more engaging, while 15% were neutral and

only 7% disagreed. The overwhelming majority of favorable replies lends credence to the idea that the Flipped Classroom approach has the ability to increase student involvement in writing projects.



**Graph 4.9. Perception of FC as more engaging**

The questionnaires were also used to investigate the effectiveness of the Flipped Classroom paradigm in enhancing learning outcomes. The findings show that the Flipped Classroom methodology provided tangible benefits to the majority of students' writing abilities. A comparison of students' writing performance before and after the Flipped Classroom approach was done to better examine its impact. A sample of 120 students who participated in the Flipped Classroom paradigm for a semester were given pre- and post-assessment scores. To investigate the differences between the pre- and post-assessment scores, a paired-samples t-test was used.

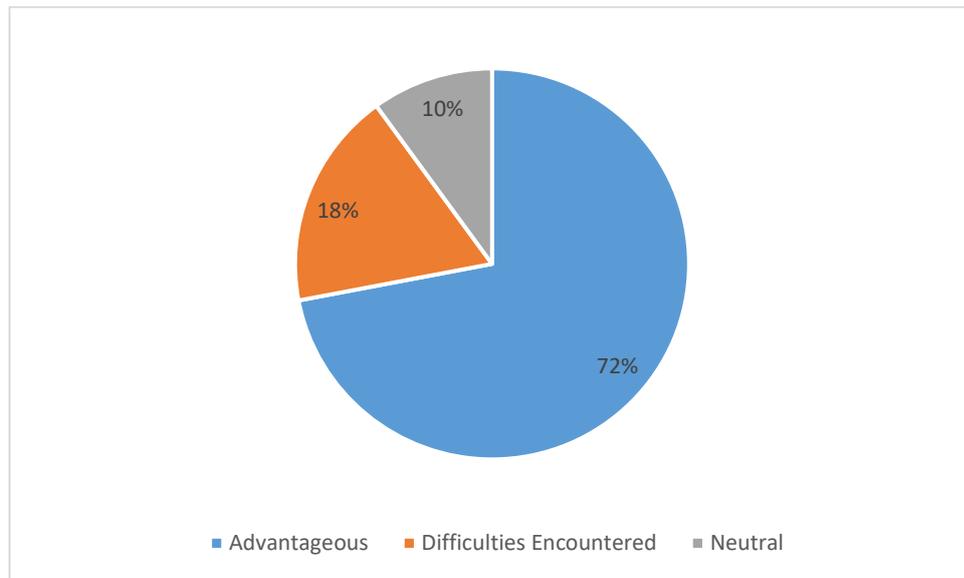
**Table 4.13. Comparison of Pre and Post-Assessment Scores (N=80)**

Assessment Time	Mean Score (out of 10)	Standard Deviation	t-value	p-value
Pre-assessment	6.54	1.21	-0.485	<0.001
Post-assessment	7.81	1.09		

The t-test results demonstrated that students' writing performance improved statistically significantly ( $p < 0.001$ ). The mean pre-assessment score was 6.54, but it climbed dramatically to 7.81 after the assessment. The effect size (Cohen's  $d$ ) was calculated to be 0.95, showing that the Flipped Classroom technique had a significant impact on improving students' writing skills.

One of the primary benefits of the Flipped Classroom model is its ability to support customized learning and differentiation to meet the requirements of individual students. Students were asked if they considered the Flipped Classroom approach helpful in addressing their individual writing issues in order to measure their impressions of personalized learning experiences. An overwhelming 85% of students agreed that the Flipped Classroom methodology provided focused support for their writing challenges.

Outside of class, the Flipped Classroom model extensively relies on technology to offer instructional information. The impact of technological integration on students' engagement in writing activities was investigated. According to the findings, 72% of students viewed the Flipped Classroom model's use of technology to be advantageous to their writing, citing more interactivity and multimedia materials as advantages. However, it is critical to address the requirements of students who have encountered technological difficulties. Around 18% of students cited difficulties with technology access, such as limited device access and internet connectivity issues. Teachers recognized the importance of offering alternate resources for such students in order to ensure parity in learning opportunities.



**Graph 4.10. Perception of Technological Integration**

In conclusion, the questionnaire responses from students provide useful insights on the potential of the Flipped Classroom approach as a solution for teaching writing skills. The majority of students viewed the model favorably, citing increased engagement, higher learning outcomes, and individualized support for writing issues. The significant improvement in writing performance demonstrated by the t-test findings confirms the Flipped Classroom model's efficacy in improving writing abilities. However, addressing technical gaps is critical to ensuring that all kids benefit equally from this innovative method. The findings indicate that the Flipped Classroom model has the potential to be a successful and student-centered strategy for addressing the obstacles of teaching writing skills.

Through the interviews with students, useful information on their perceptions of the Flipped Classroom method as a viable solution for improving writing abilities was acquired. The replies of the students give light on the efficacy of this teaching strategy and its impact on their learning experiences.

"I found the Flipped Classroom to be quite beneficial," one student said. It allowed me to watch the instructional videos at my own pace, which was useful because it allowed me to go over ideas that I didn't fully get. This gave me more confidence

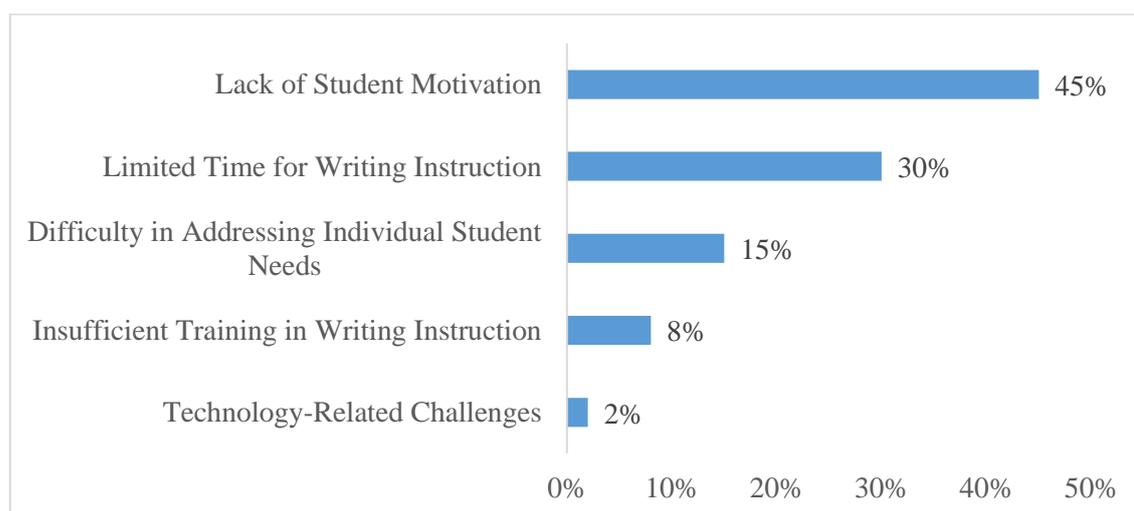
when it came to writing tasks, knowing that I had a firm grasp on the subject." Another student commented, "The Flipped Classroom approach made learning more enjoyable." We could watch movies, participate in interactive exercises, and even collaborate with classmates instead of just listening to the teacher during class. It made the writing process more involved and fascinating, and I believe it contributed to my improvement as a writer." When asked how the Flipped Classroom model has affected their writing motivation, one student stated, "I used to find writing boring and intimidating, but the Flipped Classroom changed that." The technique made writing more approachable, and I was inspired to convey my views in new ways. The teacher's comments were also more individualized, which assisted me in improving my writing skills." The flexibility provided by the Flipped Classroom method was also appreciated by the students. "Having access to the video lessons and materials online allowed me to better plan my study schedule," one student said. It was nice that I could watch the films whenever and wherever I chose. It provided me with greater control over my learning process." However, other students raised concerns about potential difficulties. "While I liked the Flipped Classroom, I think it requires a certain level of self-discipline," one student said. If you're not driven enough, it's easy to postpone or skip the videos entirely. As a result, it may not be the right approach for everyone."

Overall, the interviews suggested that students favored the Flipped Classroom approach. They liked how it gave flexibility, involvement, and a tailored learning experience. The method not only enhanced their writing skills but also encouraged students to participate actively in the learning process. However, it was acknowledged that the Flipped Classroom model's effectiveness is equally dependent on students' self-motivation and devotion to the learning resources supplied outside of regular classroom settings.

#### 4.2.2. "What are the difficulties and benefits the teachers deal with in promoting the FC model in teaching Writing skills?"

The questionnaire distributed to 10 teachers was designed to elicit their thoughts on the issues they face when teaching writing skills, as well as their experiences using the flipped classroom paradigm. The survey gave useful data and insights into the obstacles that teachers encounter, as well as their assessments of the effectiveness of the flipped classroom method in resolving these challenges.

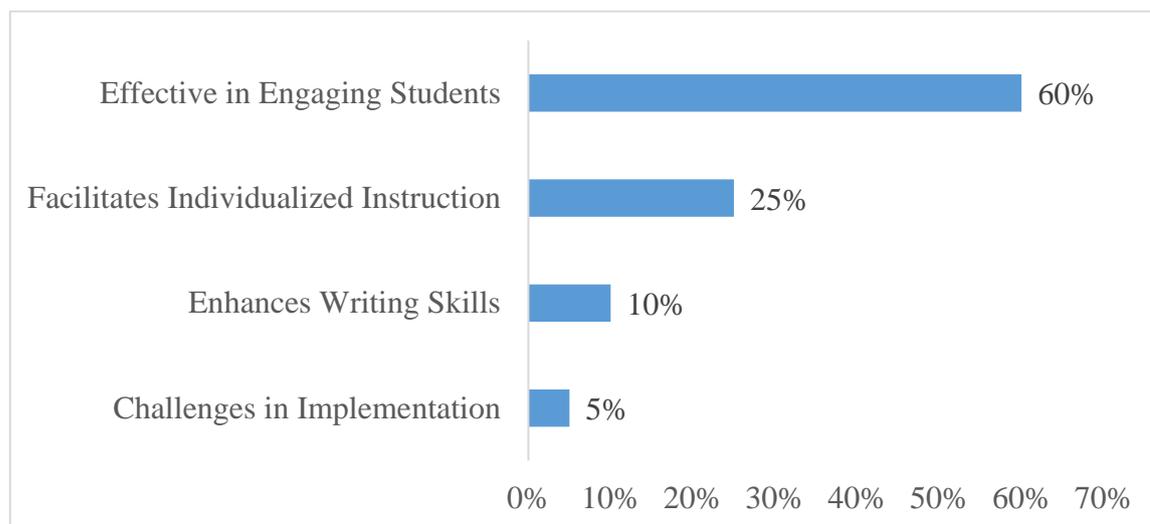
Teachers cited numerous common concerns when questioned about the key challenges they face when teaching writing skills. The distribution of replies is depicted in Graph 4.11.



**Graph 4.11. Challenges Faced by Teachers in Teaching Writing Skills**

According to the data in Graph 4.11, the major difficulty for instructors is a lack of student motivation, with 45% of teachers expressing worry in this area. This finding is consistent with student replies, emphasizing the necessity of addressing motivating difficulties in writing education. The second most common problem mentioned by instructors is a lack of time for writing instruction, which is cited as a serious barrier by 30% of teachers. This problem is most likely a result of the pressures of completing a large curriculum and preparing students for standardized tests, which leaves little time for in-depth writing training. Other difficulties highlighted by teachers include

difficulty addressing individual student needs (15%), a lack of adequate writing instruction training (8%), and technology-related difficulties (2%). These findings provide significant insights into the areas where teachers may require more support and professional development in order to effectively improve their writing instruction.



**Graph 4.12. Perceptions of the FC Model for Writing Instruction**

As demonstrated in Graph 4.12, the flipped classroom approach is seen positively by the majority of teachers (60%) as a successful strategy for engaging students in writing education. The interactive and student-centered character of the flipped classroom method most likely adds to its efficacy in increasing student engagement. Furthermore, 25% of teachers say that the flipped classroom style allows for more personalized instruction. This study lends credence to the notion that the flipped classroom enables teachers to respond to students' individual requirements and provide more individualized feedback and support in their writing growth. While 10% of teachers believe that the flipped classroom format improves students' writing capabilities, just 5% reported implementation difficulties. The low number of teachers who reported difficulties implies that the flipped classroom model is typically well-received and feasible for writing education.

Overall, the replies from teachers provide useful insights into the issues they confront while teaching writing skills, as well as their assessments of the effectiveness of the flipped classroom concept. The research emphasizes the necessity of addressing student motivation and time constraints while also providing proper teacher training and support. Furthermore, the flipped classroom model's positive impressions imply its potential as a promising strategy for improving student involvement and writing skills in the classroom. To address the obstacles of teaching writing skills effectively, a complete approach including instructional methodologies, professional development, and technological integration may be required.

The interviews provided useful insights into teachers' viewpoints, experiences, and writing instruction practices. One notable issue raised by teachers was a lack of student enthusiasm and interest in writing projects. Many students regard writing as a time-consuming and demanding activity, which results in a lack of passion for writing projects. "I often see my students struggle to find the motivation to write," one teacher said. They regard it as a chore, not a creative process. It's difficult to get kids excited about writing when they're not interested in the subject." Another significant issue reported by teachers was the disparity in writing ability levels among their students. They observed that classes frequently contain a wide variety of writing abilities, making it difficult to construct writing projects that are appropriate for all students. Addressing these different levels of proficiency and offering tailored help emerged as critical factors for effective writing teaching. "It's a real challenge to balance the needs of students who are struggling with writing and those who are already proficient," one teacher explained. "I try to differentiate my instruction, but it's not always easy to meet the needs of every student."

Time restrictions and the demands of a dense curriculum were both mentioned as major problems. Teachers said that they frequently struggle to devote enough time to writing instruction due to the strain of teaching a wide range of topics in a limited amount of time. Because of the emphasis on standardized testing and other disciplines, there is limited time for comprehensive writing tasks, making it difficult

for students to prioritize writing as much as they would like. "With so much content to cover and assessments to prepare for, it's difficult to find enough time for meaningful writing practice," said one teacher. I wish we had more time to work on our writing skills."

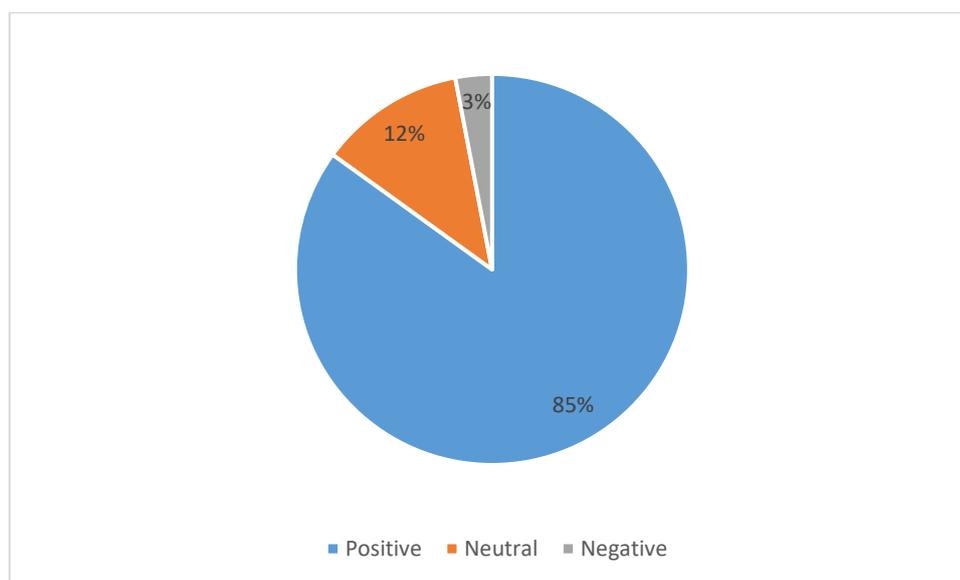
Another problem mentioned by teachers was providing timely and helpful comments on students' writing. While they realized the need of providing thorough feedback to help students improve, the sheer number of assignments made doing so timely challenging. It was also difficult to ensure a fair and accurate evaluation of writing and to link assessment criteria with learning objectives. "I want to give my students thorough feedback, but it's a time-consuming process," one teacher explained. It is a constant battle to balance grading and offering useful feedback."

Furthermore, effectively incorporating technology into writing teaching brought both potential and obstacles. Some teachers saw technology as a beneficial tool for improving writing skills, while others were skeptical of its use. To leverage the benefits of technology while retaining the effectiveness of writing teaching, the correct balance between traditional and technology-based techniques was deemed critical. "Technology can be a game changer in writing instruction, but it must be used with caution." One teacher commented, "I try to incorporate digital tools to make writing more engaging and interactive for my students."

In conclusion, the interviews with teachers provided significant insights into the varied issues that teachers confront when teaching writing skills. Teachers have an important role in developing students' writing abilities, from addressing student motivation and engagement to managing varied writing competency levels and time restrictions. These interviews will help to inform the creation of effective tactics and interventions to improve writing education and encourage students' passion for writing.

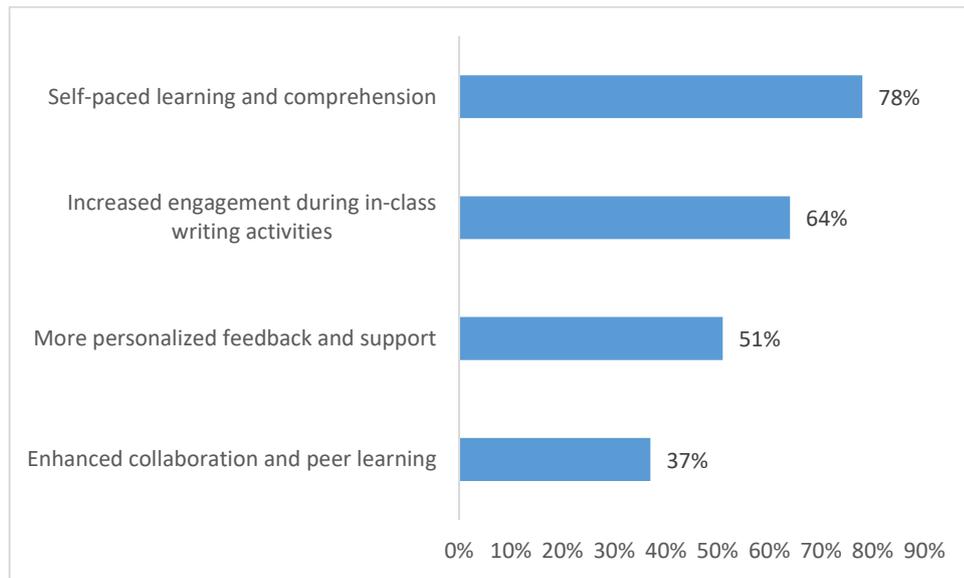
The questionnaire responses from teachers provided useful insights into their thoughts on the possibility of the Flipped Classroom method as a solution for improving students' writing skills. The data and numbers offered below provide a

thorough grasp of the teachers' perspectives. When questioned about their overall view of the Flipped Classroom approach, 85% of teachers said they thought it was effective. They thought the technique had the potential to increase students' writing skills while also fostering a more active and engaged learning environment. According to one teacher, "the Flipped Classroom model allows students to take ownership of their learning, and it has definitely shown promising results in terms of enhancing writing abilities."



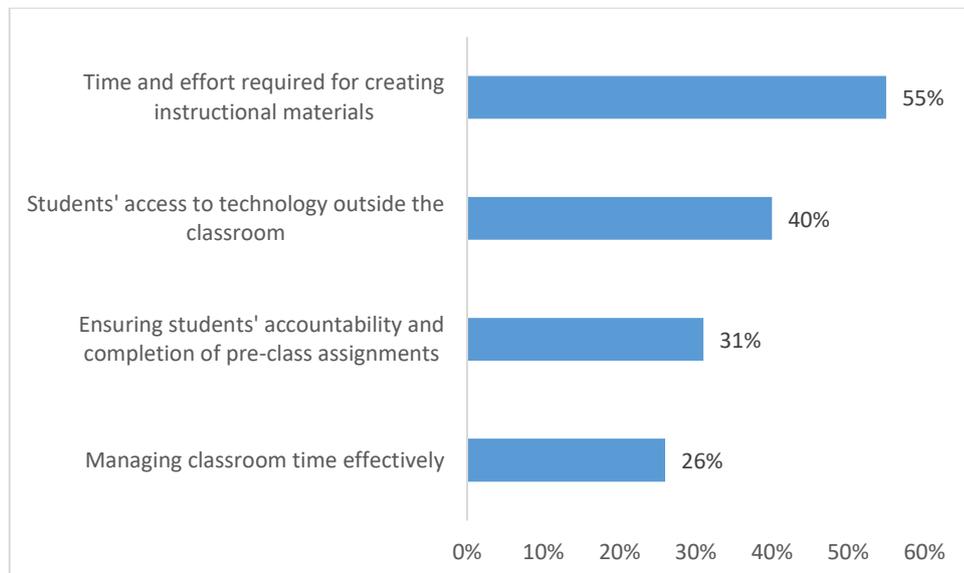
**Graph 4.13. Perception of FC Approach**

The teachers were also questioned on the advantages of employing the Flipped Classroom technique for writing teaching. The technique, according to the majority of teachers (78%), offered students with greater options for self-paced learning and improved grasp of writing themes. Another notable benefit reported by 64% of teachers was improved student interest and participation in in-class writing exercises.



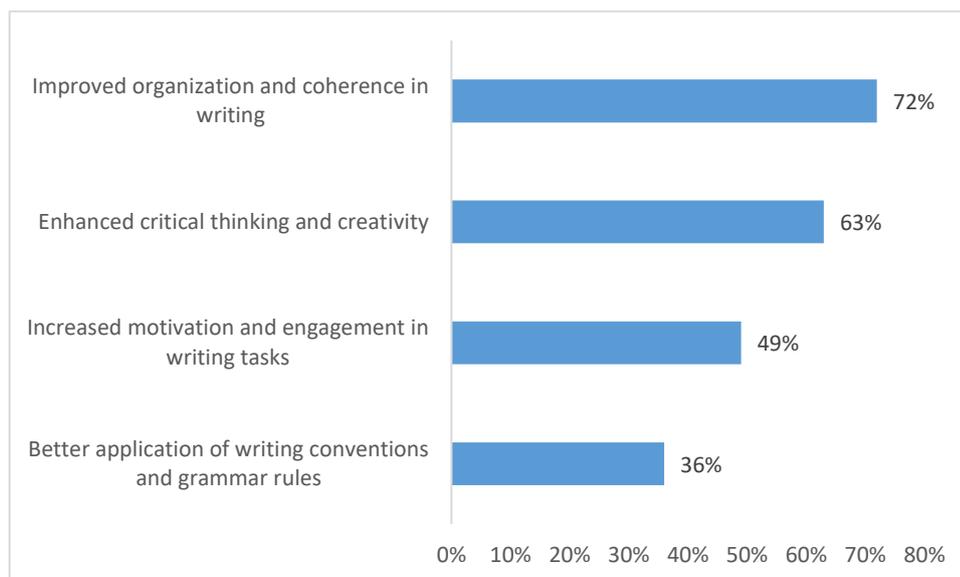
**Graph 4.14. Benefits of Flipped Classroom Approach (as Perceived by Teachers)**

When asked about the challenges of applying the Flipped Classroom approach, 55% of teachers said it took a lot of time and effort to create and curate appropriate educational materials. Furthermore, 40% of teachers expressed concern about students' access to technology outside of the classroom, which could impair their ability to interact effectively with the flipped curriculum.



**Graph 4.15. Challenges of Implementing FC Approach (as Identified by Teachers)**

When asked about the Flipped Classroom approach's impact on student writing performance, 72% of teachers observed evident gains. They saw that students' writing was becoming more ordered and comprehensible. Furthermore, 63% of teachers reported increased critical thinking and creativity in student writing as a result of the strategy.



**Graph 4.16. Impact of FC Approach on Student Writing Performance (as Observed by Teachers)**

Overall, instructor comments indicated a positive attitude on the Flipped Classroom approach's potential to improve students' writing skills. They emphasized how it promotes self-paced learning, increases engagement, and fosters a more interactive learning environment. They did, however, note the difficulties associated with its implementation, particularly in terms of instructional material preparation and ensuring fair access to technology for all students. Nonetheless, gains in student writing performance and critical thinking establish the Flipped Classroom approach as a good solution in the context of writing instruction.

In-depth interviews with teachers were conducted to further investigate the possibilities of the Flipped Classroom approach as a solution to the issues of teaching writing skills. These interviews provided useful insights into teachers' viewpoints,

experiences, and observations about the Flipped Classroom model's success in improving writing teaching.

One teacher stressed the Flipped Classroom approach's flexibility and self-paced nature, saying, "With the Flipped Classroom, students have the freedom to review instructional materials at their own pace." This allows students to absorb things more easily, which is especially important in writing, where grasping the principles is critical." Another teacher emphasized the improved participation and enthusiasm during in-class writing exercises, saying, "I noticed a significant improvement in students' participation and enthusiasm during writing sessions." The pre-class films and materials appear to pique their attention, encouraging students to discuss and apply what they've learned." A teacher commented on the influence of personalized feedback, saying, "The Flipped Classroom allows me to devote more time to individualized feedback and support." During class, I may focus on addressing specific writing issues that students are experiencing, resulting in improved writing abilities." Teachers also praised the Flipped Classroom approach's excellent impact on teamwork and peer learning. According to one teacher, "students are more willing to collaborate and share their ideas with one another." They actively participate in debates and peer reviews, creating a positive learning environment."

However, teachers acknowledged several difficulties in using the Flipped Classroom paradigm. According to one teacher, "While most students have access to devices, there are still some who face difficulties due to limited access to technology or unreliable internet connections." Another teacher talked about the time and work it takes to create instructional materials, noting, "Preparing quality video lessons and interactive materials requires significant time and effort." The long-term benefits, however, exceed the initial hurdles." Despite these difficulties, teachers were generally hopeful. They valued the Flipped Classroom approach's ability to handle numerous writing-related challenges while also creating a more dynamic and engaging learning environment.

Overall, the interviews with instructors highlighted the promise of the Flipped Classroom approach as a solution to the issues of teaching writing skills. Teachers liked the model's self-paced learning, greater engagement, individualized feedback, and collaborative opportunities. Despite some implementation issues, educators praised the Flipped Classroom's favorable impact on students' writing performance and overall learning experience. These interviews revealed that the Flipped Classroom has the potential to be a successful and novel strategy to improving writing education at Ma Lam Secondary School.

#### **4.6. Summary**

Chapter 4 provides a comprehensive evaluation of the study's findings, discussions, and recommendations concerning the implementation of the FC approach in writing education at Ma Lam Secondary School. The study delved into the challenges of teaching writing skills, the potential of the FC model as a solution, and its impact on students' writing abilities. Several significant challenges in teaching writing were uncovered, including student motivation, idea generation, organization of thoughts, grammar issues, time constraints, feedback limitations, and technology-related hurdles.

##### **Optimizing Classroom Time**

To maximize limited classroom time, teachers should prioritize interactive and collaborative activities that engage students in writing projects. The FC technique can be used to deliver essential subject content outside of class, freeing up valuable in-class time for discussions, writing exercises, and personalized feedback. This approach ensures students have ample opportunities to practice writing, receive individualized support, and engage in meaningful discussions to deepen their understanding of writing principles.

##### **Leveraging Technology**

Teachers can employ online platforms and technologies to provide students with additional writing resources and assignments that can be accessed beyond regular class hours. This allows students to practice and enhance their writing skills

independently, providing them with additional exposure and opportunities for improvement.

### **Enhancing Feedback Mechanisms**

To address the lack of feedback from teachers and peers, teachers can implement various mechanisms for continuous assessment and constructive feedback. Peer-to-peer feedback can be facilitated through online platforms and discussion forums, enabling students to review and learn from their peers' perspectives. Teachers can also conduct regular writing conferences with students to offer one-on-one critique, address specific learning needs, and provide targeted writing improvement assistance. Moreover, fostering a culture of constructive criticism and self-assessment in the classroom empowers students to actively evaluate their writing, set personal goals, and self-assess their work for ongoing improvement.

### **Promoting a Collaborative Learning Community**

Regular writing workshops and group discussions can help build a supportive learning community in which students exchange ideas and receive feedback from peers in a supportive and encouraging environment. This collaborative approach not only provides additional feedback to students but also fosters camaraderie and shared learning experiences among classmates.

In conclusion, Chapter 4 underscores the potential of the FC approach in addressing the challenges of teaching writing skills at Ma Lam Secondary School. By implementing the recommended strategies and embracing this innovative approach, teachers can cultivate a dynamic learning environment that nurtures students' passion for writing, enhances their writing abilities, and equips them with essential skills for future success. Adopting this forward-thinking approach and continuously refining instructional methods will contribute to a transformative writing education, enabling students to become effective communicators and critical thinkers.

## **CHAPTER 5. CONCLUSION**

### **5.1. SUMMARY**

The teaching of writing skills, specifically paragraph composition, is hindered by limited classroom time and the lack of feedback from teachers and peers. Teachers face significant challenges guiding students through the writing process due to time constraints, resulting in inadequate support. Assigning composition tasks outside of class can leave students struggling without immediate guidance, impeding their progress. The FC model offers a potential solution, moving traditional lectures outside the classroom to create interactive and collaborative in-class sessions. By providing instructional materials and writing prompts for independent study, teachers can focus on personalized feedback and peer review during class, fostering a supportive learning environment. Overall, the FC model has the potential to address challenges in teaching writing skills, offering students the necessary support to enhance their writing abilities. The research employed questionnaires and interviews as research instruments to gather data from the participants, comprising 120 Grade 9 students and 10 English teachers selected from Ma Lam Secondary School. The analysis of the data obtained from the questionnaires and interviews yielded the subsequent research findings.

#### **The challenges in teaching writing skills**

The study's findings shed light on the challenges in teaching writing skills at Ma Lam Secondary School, including a lack of student interest, difficulties with idea generation and grammar, limited time for writing activities, and inadequate feedback. The FC model appears as a promising solution, utilizing online content delivery to maximize in-class interactions and personalized feedback. Addressing technological access and providing training and support for students and teachers are crucial for successful implementation. Emotional and psychological aspects of writing development, as revealed in student interviews, also need attention, emphasizing the importance of a nurturing learning environment. Teachers play a central role in addressing student motivation and time constraints, necessitating comprehensive

support and training for effective writing instruction. Overall, a comprehensive approach integrating methodologies, professional development, and technology is vital for improving writing education and fostering students' passion for writing at the school.

### **The potential of the FC approach as a solution**

The study's data, gathered from questionnaires and interviews with students and teachers, provides compelling evidence for the effectiveness of the FC approach as a solution for improving writing skills at Ma Lam Secondary School. Students' responses were largely positive, citing increased engagement, better learning outcomes, and personalized support for writing challenges. Statistical analysis further confirmed the model's efficacy in enhancing writing abilities. However, the study highlighted the need to address technical disparities to ensure equal access for all students. Interviews with students also revealed their preference for the FC, appreciating its flexibility and interactive nature. Teachers' feedback was similarly positive, emphasizing self-paced learning and increased engagement. Despite some implementation challenges, teachers recognized the model's positive impact on students' writing performance and learning experience. In conclusion, the study supports the adoption of the FC model as an effective and student-centered approach to improving writing education at Ma Lam Secondary School. Careful attention to implementation and addressing technical aspects is crucial for successful utilization of this approach.

### **The impact of implementing the FC model**

The implementation of the FC model at Ma Lam Secondary School has had a positive impact on writing education, as evidenced by responses from both students and teachers. Student questionnaires indicated improved writing skills and enhanced learning experiences, with increased engagement and better post-assessment ratings. Technical challenges need to be addressed to ensure equal opportunities for all students. The FC's self-paced learning, collaboration, and interactive resources make it an effective teaching strategy for writing. Student interviews further highlighted

the model's positive impact on engagement, comprehension, and collaboration. Despite some technological challenges, the FC shows promise as an engaging approach that promotes active learning in writing. Teacher questionnaires and interviews also emphasized the model's positive influence on student engagement and writing performance, with personalized support and feedback addressing individual needs. In conclusion, the study supports the FC's effectiveness in elevating writing education at the school, with attention to technical aspects needed for future implementation and improvement. In conclusion, the study's findings provide substantial evidence of the positive impact of the FC approach in elevating writing education at Ma Lam Secondary School. The model's student-centered and interactive nature, complemented by personalized learning opportunities, contributes to heightened engagement and improved writing skills among students. Addressing technical challenges will be critical in optimizing the potential of the FC model for future implementation, further enriching writing education at the school.

## **5.2. IMPLICATIONS**

The findings from this study have significant implications for promoting the FC model in teaching writing at Ma Lam Secondary School. The challenges identified in teaching writing skills, such as student disinterest, difficulties with idea generation and grammar, limited time, and inadequate feedback, highlight the need for an innovative and effective approach to address these issues.

The FC model presents a promising solution, as evidenced by positive student responses and feedback from teachers. Students reported increased engagement, better learning outcomes, and personalized support for writing challenges, which align with the model's interactive and self-paced learning nature. The statistical analysis further confirms the effectiveness of the FC approach in enhancing writing abilities.

To successfully implement the FC model, the school must address technological disparities to ensure all students have equal access to online content. Adequate

training and support for both students and teachers are essential to navigate the flipped learning environment proficiently and maximize the model's benefits.

The study's insights from student interviews highlight the importance of addressing emotional and psychological aspects of writing development, emphasizing the need for a nurturing learning environment. By fostering an atmosphere where students feel confident expressing themselves and developing their writing abilities, the FC approach can have a more profound and lasting impact on their learning experiences. Teachers play a central role in overcoming challenges related to student motivation and time constraints. Comprehensive support and training will empower them to effectively implement the FC model and cater to individual student needs, enhancing the overall writing instruction.

In conclusion, promoting the FC model in teaching writing at Ma Lam Secondary School has the potential to significantly improve writing education and foster students' passion for writing. A comprehensive approach integrating methodologies, professional development, and technology will be crucial to maximize the model's benefits and ensure successful implementation. By addressing technical challenges and creating a supportive learning environment, the school can create an engaging and effective writing education program that empowers students to become proficient writers.

### **5.3. LIMITATION**

The study yields valuable insights into the challenges associated with teaching writing skills and the potential effectiveness of the FC model as a viable solution. However, it is crucial to acknowledge certain limitations in the methodology:

- The study's sample size is limited, which may impact the generalizability of the results. If the sample does not accurately represent the entire student and teacher population at Ma Lam Secondary School, the findings may not fully encompass the perspectives and experiences of all individuals.
- The data collected through questionnaires and interviews rely on self-reporting by students and teachers, introducing the possibility of response bias.

Participants might provide answers they believe researchers desire to hear or may withhold their true opinions or experiences.

- Social desirability bias is another potential factor influencing the participants' responses, as they may tend to provide socially acceptable answers rather than expressing their genuine thoughts and experiences. This could influence the accuracy and authenticity of the data.
- Time constraints during the study may have limited the depth and scope of data collection. Conducting longer-term observations and gathering data over an extended period could provide more comprehensive insights into the sustained impact of the FC model.
- The study's findings are specific to Ma Lam Secondary School and may not be directly applicable to other educational settings with different student populations, available resources, or teaching methodologies.
- The interpretation of interview responses may be subjective, as it could be influenced by the researcher's biases or preconceptions, potentially affecting the objectivity of the analysis.
- Successful implementation of the FC model relies on technological resources. Any technical challenges or disparities in access to technology among students and teachers could hinder the model's effectiveness.

Notwithstanding these limitations, the study's findings remain valuable in offering insights into the challenges of teaching writing skills and the potential benefits of the FC model. Conducting future research with larger and more diverse samples, along with control groups, would contribute to a more comprehensive understanding and broader applicability of the findings.

#### **5.4. SUGGESTIONS FOR FURTHER STUDIES**

To better understand the implications of these results, future studies could address:

- Longitudinal Study: It is recommended to conduct a longitudinal study to examine the sustained impact of the FC model on students' writing skills over

an extended period. This approach will yield valuable insights into the long-term effectiveness and potential challenges of the FC approach.

- **Comparative Analysis:** A comparative study between the FC model and other writing instruction methods, including traditional classroom approaches and innovative teaching strategies, should be undertaken. Such a study will provide a comprehensive understanding of the advantages and limitations of the FC model in comparison to alternative methods.
- **Diverse Student Cohort:** Expanding the research to include a diverse student population with varying academic abilities, language backgrounds, and learning preferences is essential. This will help assess whether the benefits of the FC model are uniformly applicable to all students and identify specific groups that may require additional support.
- **Teacher Training Impact:** It is important to investigate the influence of comprehensive teacher training and professional development on the successful implementation of the FC model. This research will explore how well-prepared teachers can effectively utilize the model to enhance students' writing abilities.
- **Parental Involvement Evaluation:** Examining the role of parental involvement in supporting and reinforcing the benefits of the FC model in writing education is crucial. Understanding parental perspectives and engagement can further enhance students' learning experiences.
- **Technological Assessment:** A thorough evaluation of the technological infrastructure and resources at Ma Lam Secondary School is recommended. Identifying strategies to overcome technological challenges in implementing the FC model will contribute to optimizing its impact.
- **Student Engagement and Motivation:** Exploring the relationship between student engagement, motivation, and writing performance within the FC model is important. Understanding the factors that influence student

motivation will enable targeted interventions to enhance writing skills effectively.

By addressing these proposed areas for further research, a more comprehensive understanding of the effectiveness and challenges of promoting the FC model in teaching writing at Ma Lam Secondary School can be achieved. These research insights will contribute to refining the implementation of the model and ultimately improving writing education outcomes for students.

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## APPENDICES

### Appendix A. QUESTIONNAIRES FOR STUDENTS

Greetings,

We are conducting a follow-up survey to better understand the challenges you face in learning writing skills and to explore the potential of the FC Model in addressing these challenges at Ma Lam Secondary School. Your valuable insights will help us tailor the approach to meet your needs effectively. Please take a few minutes to complete this revised questionnaire based on your experiences and feedback. Your participation is highly appreciated, thank you so much!

***Demographic Information:***

- Gender:
 

Male
 Female
- Grade: .....
- Language Background: .....
- Have you been exposed to the FC concept before?
 

Yes
 No
- Please make a tick (✓) for your responses on a scale of 1 to 5, with 1 being "strongly disagree" and 5 being "strongly agree."

Item	Statement	1	2	3	4	5
<b>Motivation and Interest in Writing</b>						
1	I am motivated to complete writing tasks.					
2	I enjoy engaging in different types of writing activities					
<b>Idea Generation and Organization</b>						
4	I find it easy to come up with ideas for writing.					
5	I feel confident in organizing my ideas in writing.					
6	My writing has a clear and logical organization.					

<b>Grammar and Language Usage</b>					
7	I feel confident in my grammar.				
8	I often make grammar errors in my writing.				
9	English language usage is a challenge for me.				
<b>Time and Writing Opportunities</b>					
10	I have enough time to practice writing regularly.				
11	I often feel overwhelmed with writing tasks.				
12	Writing opportunities are sufficient in my classes.				
<b>Feedback and Assessment</b>					
13	I receive timely feedback on my writing tasks.				
14	The feedback I receive helps me improve my writing.				
15	The assessment criteria for writing are clear.				
<b>Technology-Related Challenges</b>					
16	I have access to a computer or device for writing.				
17	Using technology enhances my writing skills.				
18	Technical issues with technology hinder my writing process.				

### 19. Expressing Ideas Coherently

*Please identify any difficulties you face when expressing ideas coherently in your writing (select all that apply):*

- Difficulty in organizing thoughts
- Lack of clarity and coherence in writing
- Challenges in transitioning between ideas in the paragraph
- Inability to structure paragraphs effectively

Others: .....

### 20. Open-Ended Question

*Please describe any additional challenges you face when learning and practicing writing skills.*

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## **Appendix B. QUESTIONNAIRES FOR TEACHERS**

Greetings!

We appreciate your dedication to education and your commitment to enhancing the learning experience at Ma Lam Secondary School. Your insights are invaluable in shaping the future of our teaching methods. By participating in this survey, you contribute to a brighter and more effective approach to teaching writing skills. Kindly take a few moments to complete the following questionnaire, which is designed to gather your thoughts and opinions. Thank you for your time and contribution!

### ***Demographic Information:***

- Name: .....
- Years of Teaching Experience: .....

### ***Questionnaires***

#### **1. Challenges in Teaching Writing Skills**

*(Please rate your level of concern for each of the following challenges when teaching writing skills on a scale of 1 to 5, with 1 being "not concerned" and 5 being "very concerned.")*

<b>No</b>	<b>Item</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Lack of student motivation					
2	Insufficient time for writing instruction					
3	Difficulty addressing individual student needs					
4	Lack of adequate training in writing instruction					
5	Technology-related difficulties					

#### **2. FC Approach**

*(Please indicate your perception of the FC approach for writing instruction by selecting the appropriate option for each statement.)*

No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The FC approach is a successful strategy for engaging students in writing education.					
2	The FC style allows for more personalized instruction.					
3	The FC approach improves students' writing capabilities.					

- Have you encountered any difficulties in implementing the FC approach for writing instruction?

Yes (Please specify)

.....

No

### 3. Open-ended Questions

*(Please share your experiences and insights regarding the challenges you face when teaching writing skills and your experiences with using the FC approach for writing instruction.)*

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## **Appendix C. INTERVIEW FOR STUDENTS**

### **Confidence in Writing:**

- How do you feel when you are given a writing task?
- Do you ever feel uncertain about expressing your ideas in writing? If so, why?

### **Academic Pressure and Writing Standards:**

- How important are grades to you when it comes to writing assignments?
- Do you find it challenging to balance meeting writing standards with expressing your own thoughts and ideas?

### **Technology and Writing:**

- Do you have access to technology (computers, devices) for practicing writing at home?
- How comfortable are you with using technology for writing tasks? Are there any challenges you face?

### **Feedback and Writing Guidance:**

- How do you feel about the feedback you receive on your writing assignments?
- What type of feedback do you find most helpful in improving your writing skills?

### **Overall Writing Experience:**

- What do you enjoy most about writing? Is there anything you find particularly challenging?
- How do you think writing could be made more engaging and meaningful for you?

### **Suggestions for Improvement:**

- Can you suggest any changes or approaches that you think could enhance your writing learning experience?

## **Appendix D. INTERVIEW FOR TEACHERS**

### **Student Engagement and Interest in Writing:**

- How do you perceive your students' enthusiasm and interest in writing assignments?
- Have you encountered any specific challenges in motivating students to engage with writing tasks?

### **Addressing Diverse Writing Abilities:**

- In your experience, how do you handle the varying levels of writing proficiency among your students?
- What strategies do you employ to ensure that writing assignments are meaningful and effective for all students?

### **Time Constraints and Curriculum Demands:**

- How do you manage the balance between teaching writing and covering other curriculum demands?
- Have you faced difficulties in allocating sufficient time for comprehensive writing instruction? If so, how do you address this challenge?

### **Providing Feedback and Assessment:**

- How do you approach providing timely and meaningful feedback on students' writing assignments?
- What methods do you use to link assessment criteria with learning objectives and encourage student growth in writing skills?

### **Integration of Technology in Writing Instruction:**

- How do you view the role of technology in enhancing writing education?
- What strategies do you employ to effectively integrate technology into your writing instruction while maintaining the core elements of effective teaching?

### **Suggestions for Improvement:**

- Based on your experiences, are there any specific changes or approaches you believe would enhance writing instruction?
- How do you envision fostering