

"Examining the Effect of Teachers' Beliefs and Perceptions Based Flipped Classroom Instruction on Writing Performance and Self-efficacy in English for EFL University Students".

Sabrein Ahmed Abo-Shosha

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Abstract

This study has examined the development of students' writing performance and writing self-efficacy in an EFL flipped course designed with teacher's beliefs and perceptions. In so doing, a total number of 60 English language department students were randomly assigned to be EFL participants of this quasi-experimental design, the researcher utilized an experimental group that received flipped writing instruction model which is characterized by teacher's beliefs and perceptions and a control group that received regular instruction model only for three months. The Academic writing test(AWT) and the Writing Self-Efficacy Questionnaire (WSEQ) were administered to measure the writing skills and self-efficacy of the participants. The results of the study revealed that the students in the flipped teacher's beliefs group substantially performed better than those of the non-flipped group regarding both writing achievement and writing self-efficacy. To conclude, EFL educators can positively incorporate flipped instruction into their writing classrooms in order to scaffold students to gain both confidence and competence in doing writing tasks more properly. Furthermore, flipped instruction contributes to establishing a highly motivated learning context when EFL teachers' perceptions match hormonally with it.

Key words: Teachers' beliefs and perceptions, flipped classroom, writing performance, writing self-efficacy, EFL, University students.

"قياس أثر أعتقادات وتصورات المعلمين للتدريس القائم على الفصل المنعكسلتطوير

أداء الكتابة والقدرة الذاتية لدى الطلاب اللغة الإنجليزية كلغة أجنبية"

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بحث مقدم (مناهج وطرق تدريس اللغة الإنجليزية)

المخلص العربي

قامت هذه الدراسة بقياس تطوير أداء الكتابة والإعتماد على الذات في الكتابة لدى الطلاب اللغة الإنجليزية كلغة أجنبية تم تصميمها وفقاً لاعتقادات وتصورات المعلم. لهذا الغرض، تم تعيين إجمالي 60 طالباً في قسم اللغة الإنجليزية عشوائياً ليكونوا مشتركين في هذا التصميم شبه التجريبي، حيث استخدم الباحث مجموعة تجريبية تلقت تعليم الكتابة بنموذج التعليم القائم على الفصل المنعكس الذي يتميز بمعتقدات وتصورات المعلم، بينما تلقت المجموعة الضابطة تعليمًا استناديًا إلى نموذج التعليم التقليدي لمدة ثلاثة أشهر فقط. تم إجراء اختبار الكتابة الأكاديمي (AWT) واستبيان إعتماد الذات في الكتابة (WSEQ) لقياس مهارات الكتابة والإعتماد على الذات لدى المشاركين. أظهرت نتائج الدراسة أن الطلاب في مجموعة التعليم المنعكس وفقاً لاعتقادات المعلم أدأهم أفضل بشكل كبير من الذين في المجموعة التي لم تتلق التعليم القائم على الفصل المنعكس، سواء من حيث الأداء في الكتابة أو الإعتماد على الذات في الكتابة. ووفقاً لنتائج الدراسة يمكن لمعلمي اللغة الإنجليزية كلغة أجنبية أن يضموا التعليم القائم على الفصل المنعكس بشكل إيجابي في صفوفهم لدعم الطلاب في اكتساب الثقة والكفاءة في أداء مهام الكتابة بشكل أفضل. علاوة على ذلك، يسهم التعليم المنعكس في تهيئة سياق تعليمي محفز للغاية عندما تتناسب تصورات معلمي اللغة الإنجليزية معه.

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1. Introduction

Writing is one of the essential language skills that should the students master to be able to achieve progress not only academically, but also in their personal and professional lives as it serves as a means of communication. The ability to communicate effectively through writing is considered a critical requirement for EFL learners and is an important aspect of demonstrating their learning progress. Research studies such as Dietsch (2009) have shown that writing enhances cognitive abilities, boosts creativity, facilitates the establishment of relationships, and fosters personal and academic development. Through frequent writing practice, students can generate a plethora of ideas that can be utilized to explore and solve real-life issues. Writing is an art that allows learners to express their opinions, ideas, and thoughts effectively.

Mastering writing as a fundamental skill requires dedication and guidance. Therefore, many EFL learners struggle with writing due to various reasons. They often produce poorly structured texts that lack coherence, with ideas that are not properly sequenced, abrupt changes between paragraphs, improper use of language, and numerous grammatical and spelling errors. At higher educational settings, English majors are expected to write well-organized academic essays, research papers, and compare and contrast various issues related to English language, linguistics, and literature. Consequently, writing remains a challenging language skill for many EFL learners as they need to develop their ability to produce different types of writing that include appropriate syntax, connectors, and a strong rhetorical framework.

The flipped classroom model has gained popularity in recent years as an approach that aims to improve student engagement, understanding and performance. By reversing the traditional classroom model, students engage with new material outside of class time, and then come to class ready to engage in more interactive and collaborative activities

(Bergmann & Sams, 2012). Yadav et al (2021) have found that the flipped classroom approach can lead to improved student learning outcomes, including higher levels of engagement, increased student achievement, and improved learner autonomy. Specifically, the flipped classroom model can provide more individualized and differentiated instruction, increase opportunities for student-centered and collaborative learning, and allow for immediate feedback and assessment.

Although there is no commonly established definition of flipped classroom as a pedagogical approach, the essential idea is to reverse the traditional sequence of learning activities in a typical classroom into a new content or concepts outside of class, usually through pre-recorded videos, online modules, or reading assignments by which the students can access these materials at their own pace and convenience. Specifically, Bergman and Sams (2012) defined flipped learning/classroom as what is usually done in class is done at home and what is done at home is done in class. Accordingly, the flipped classroom model consists of two main components. These components are defined as "Out of class implementations" and "In class education activities" (Kara, 2016).

Purposely, for this study, flipped mode of instruction is defined as a blended learning approach that tries to flip the traditional classroom paradigm on its structures and stresses effective use of class time which is dedicated to interactive and collaborative activities, where students engage in discussions, problem-solving, and hands-on exercises related to the pre-learned material. One major advantage of the flipped classroom approach is the ability to provide students with access to instructional materials outside of class time, allowing them to spend more time in class working on tasks that require more applied learning or that reinforce understanding. Additionally, the flipped classroom approach can be used to support learners who may require additional support or who may struggle to keep pace with traditional classroom instruction. Holding the same view, a flipped classroom is a form of blended learning where students independently engage with course content outside of class, typically at home, and then apply their understanding during in-class activities. This approach challenges the traditional method of introducing new material in the classroom and assigning homework for independent completion. In a flipped classroom, face-to-face interaction is combined with self-directed study, often utilizing technology.

In this model, students may watch pre-recorded videos or access online resources before coming to class, allowing them to arrive with questions and some foundational knowledge. The underlying concept of the flipped classroom is to reevaluate when students have access to the resources they need the most. Rather than focusing on introducing new concepts during class time, the flipped classroom prioritizes providing support and guidance when students are actively working on assignments. Consequently, the flipped classroom model has a significant potential for improving student learning outcomes, particularly in the context of English language learning. By providing students with a more engaging and interactive learning experience, and allowing for more individualized instruction and feedback, the flipped classroom approach can support students in developing the language skills they need for academic and professional success.

In this approach, EFL teachers play a facilitative role, providing guidance and support to scaffold student learning. Research has suggested that flipped classroom models can lead to improved engagement, higher student achievement, and increased learner autonomy. The success of the flipped classroom approach in English language learning is largely dependent on teachers' beliefs and perceptions about teaching and learning. Research has shown that teachers' beliefs and perceptions shape their instructional decisions and practices in the classroom. Therefore, understanding teachers' beliefs and perceptions about the flipped classroom model is critical for the successful implementation of this approach.

By being aware of teachers' beliefs about English language learning and their instructional practices, it is possible to identify potential barriers to the adoption of the flipped classroom approach and to develop strategies to address these barriers. Finally, teachers' beliefs also impact the extent to which teachers use technology in their instruction. The flipped classroom model relies on technological tools to facilitate the learning process. Teachers who hold more positive views of technology and its role in education are more likely to use these tools effectively to support English language learners' learning

It is important to consider that teachers' beliefs about English language learning as EFL can significantly impact the effectiveness of the flipped classroom approach for English language learning as a whole. There are many studies such as Chen (2017), Chang (2018), Tseng (2019)

and Wu (2020) that highly interested in illustrate the four pillars of EFL teacher's beliefs that can impact the effectiveness of this approach. Firstly, instructional practices play a pivotal role, as educators who adhere to conventional pedagogical paradigms may encounter challenges when transitioning to the flipped classroom, which underscores a student-centered and interactive methodology, potentially resulting in a continued reliance on traditional, instructor-centric teaching methods. Secondly, attitudes towards technology adoption significantly impact the approach's success, with educators skeptical of technology's educational utility potentially underutilizing the technological resources integral to the flipped classroom model, thereby limiting its potential for enhancing English language learning. Thirdly, classroom management is intricately linked to teachers' beliefs, as those who do not endorse the concept of learning beyond the classroom may confront difficulties in orchestrating effective classroom management when necessitating students to complete tasks outside the physical learning environment, potentially impeding the overall efficacy of the approach. Lastly, teachers' perceptions of the roles that students and educators assume within the EFL classroom are pivotal, as those more inclined toward traditional authoritative roles may find it challenging to align with the collaborative and interactive ethos of flipped classroom instruction, underscoring that the successful implementation of the flipped classroom model hinges upon the teacher's effectiveness, adept communication, and the caliber of the curriculum, assessments, and instructional practices.

1.1. Context of the problem

This study examines the beliefs of English teachers regarding the Flipped Classroom model's potential to enhance writing performance and self-efficacy among university students. The Flipped Classroom approach, which involves students engaging with instructional materials outside class and using class time for active learning, has gained traction in education. Understanding teachers' perceptions and practices within this framework is crucial for improving writing skills. By exploring teachers' attitudes and strategies, this research aims to identify challenges and effective methods for utilizing the Flipped Classroom, bridging the gap between theory and practice. The study's insights will inform educators, curriculum designers, and policymakers, facilitating the optimal use of the Flipped Classroom to boost students' writing abilities and self-confidence in English education.

1.2 Statement of the problem

The implementation of the flipped classroom approach in English language learning (EFL) relies heavily on teachers' beliefs and perceptions, shaping the design and effectiveness of this innovative teaching method. Despite its potential, there is a noticeable lack of comprehensive studies examining the impact of teacher beliefs on academic achievements and the teaching process, especially in developing countries. Additionally, existing research on the flipped classroom yields conflicting results, with some studies indicating significant benefits and others showing minimal improvements compared to traditional methods. This inconsistency highlights the urgent need to explore the relationship between EFL teachers' beliefs and their teaching styles within flipped classrooms. This study aims to bridge this research gap by investigating how teachers' beliefs in the flipped classroom model influence writing performance and writing self-efficacy in EFL contexts. This research underscores the critical importance of understanding the connection between teacher beliefs and teaching methodologies, emphasizing the necessity for further research in this area to provide clarity and guidance for effective implementation in educational settings, particularly in the Egyptian context.

1.3 The Research Questions

More precisely, the present study intends to answer the following main questions:

“What are the effects of teachers' beliefs and perceptions in light of flipped classroom instruction on improving writing performance and self-efficacy in English for EFL university students?”

This main question was divided into the following sub-questions:

1. What are the teachers' beliefs and perceptions-based flipped program that are necessary for EFL learners' writing performance in terms of accuracy, coherence, and overall quality of their written compositions?
2. How do teachers' beliefs and perceptions about flipped classrooms influence their instructional strategies and classroom practices in EFL writing instruction for university students?
3. What specific teaching strategies and tools do EFL teachers consider most effective in fostering self-efficacy and writing skills within the flipped classroom framework?

4. What are the participants' attitudes and perceptions towards their writing self-efficacy in the teachers' beliefs and perceptions -based flipped program?
5. To what extent is there a significant relationship between English writing performance and Writing self-efficacy of EFL university students in light of flipped teachers' beliefs and perception?

1.4 The Research hypotheses

In order to investigate the problem of the study, the following hypotheses were testified:

1. There are significant statistical differences between the mean scores of pre and post writing test of the experimental group in favor of the post - tests scores.
2. There are significant statistical differences between the mean scores of the experimental and control groups on the post writing test in favor of the scores of the experimental group.
3. There is a substantial improvement in writing efficacy of the students under teachers with more positive attitudes towards the flipped classroom compared to those under teachers with less favorable beliefs , as indicated by the questionnaire results.
4. There is a significant positive correlation between English writing performance and Writing self-efficacy of EFL university students in light of flipped teachers' beliefs and perception as measured by writing test.

1.5 Delimitation

This study is delimited to teachers of English as a foreign language (EFL) who are actively implementing the flipped classroom approach in their teaching to a group of 60 third year university students at English department at the academic year 2020/2021. The research focuses on exploring the beliefs and perceptions of these EFL teachers with regard to the flipped classroom instruction and its potential impact on improving students' academic writing skills and self-directed learning abilities.

2. Review of related literature

The existing body of literature extensively explores the factors influencing students in flipped writing classes. This section offers an overview of the relevant theoretical frameworks that emphasize the use of teachers' beliefs within flipped settings as a pedagogical tool for fostering the EFL and ESL learning experience, particularly in the context of developing writing skills, the primary focus of the current study. Each section concludes by highlighting how the present study draws upon and

distinguishes itself from previous research in this area. To facilitate navigation and guide this study, we have categorized these studies under the following headings:

2.1 Flipped instruction related educational theories

The flipped classroom model is rooted in several educational theories that collectively enhance the learning experience. Constructivism, for instance, highlights how learners actively build their knowledge by engaging with their environment. In a flipped classroom, students independently interact with digital content before class, then collaborate during in-person sessions, aligning with the constructivist approach. Experiential learning theory, developed by Kolb, emphasizes that learning is most effective when it involves concrete experiences, reflective observation, abstract conceptualization, and active experimentation. In the flipped classroom, students gain hands-on experiences through pre-class materials and engage in reflective discussion during class. Social learning theory, as advocated by Bandura, underscores the significance of social interactions and observational learning. In this model, collaborative learning and peer interactions during in-person sessions promote social learning. Cognitive load theory is pertinent as it addresses the cognitive demands on learners. The flipped approach alleviates cognitive load by delivering content outside of class and focusing in-class time on active learning and problem-solving. Furthermore, Bloom's Taxonomy aligns with the flipped classroom's structure, allowing students to independently address lower-level cognitive activities before class and delve into higher-level thinking during face-to-face interactions. The Zone of Proximal Development (ZPD) concept by Vygotsky finds application as instructors provide guidance within students' ZPD during in-class activities. Lastly, Self-Determination Theory (SDT) underscores the importance of autonomy, competence, and relatedness in motivation. The flipped classroom offers autonomy in pacing, while in-class activities foster competence and relatedness, supporting students' motivation. By incorporating these theories, the flipped classroom creates a dynamic and learner-centered environment that promotes engagement, autonomy, and deeper understanding.

2.2 Teachers' beliefs and flipped instruction.

In the context of education, teachers' beliefs refer to the cognitive frameworks, attitudes, values, and assumptions that teachers hold about

teaching, learning, students, and their roles as educators. These beliefs are formed through personal experiences, educational backgrounds, professional development, and interactions with students and colleagues. Teachers' beliefs play a significant role in shaping their instructional decisions, pedagogical practices, classroom management strategies, and interactions with students (Wu, 2020). These beliefs act as filters through which teachers interpret educational theories, research, and their own experiences, ultimately influencing their teaching approaches and student outcomes.

Teachers' beliefs encompass a diverse range of convictions that significantly impact their teaching practices and classroom dynamics. Epistemological beliefs shape their views on knowledge acquisition and its nature, with implications for instructional approaches (Hofer, 2016). Pedagogical beliefs guide their preferences for instructional strategies and methods, influencing their teaching approaches (Pajares, 1992). Beliefs about students affect expectations, perceptions, and instructional strategies, shaping individualized teaching approaches (Hattie, 2009). Classroom management beliefs inform the creation of a conducive learning environment, affecting discipline and communication strategies (Marzano & Marzano, 2003). Beliefs regarding assessment and feedback influence assessment methods and feedback practices (Brookhart, 2017). Lastly, beliefs about professional development and collaboration impact teachers' openness to growth and engagement in learning communities (Ingersoll & Strong, 2011). Understanding these beliefs is crucial for effective teaching and professional development. It is important to note that teachers' beliefs can vary among individuals and can evolve over time as teachers gain experience, engage in reflective practices, and encounter new evidence or perspectives.

The success of the flipped classroom model in English language learning is largely dependent on teachers' beliefs and perceptions. By understanding the relationship between teacher beliefs and the effectiveness of the flipped classroom approach, educators can improve their instructional strategies and ultimately improve student outcomes in English language learning as EFL. Teachers' beliefs in EFL learning setting are categorized into teachers' beliefs about English language learning and teachers' beliefs about flipping instruction.

Teachers' beliefs about English language learning can vary, and often have different categories that can impact their teaching practices. Firstly, beliefs about the role of the teacher; some teachers believe that

their role is to be the authority figure who guides and directs student learning, while others believe that the teacher's role is more about facilitating learning and creating a student-centered environment. These beliefs can impact how teachers structure their instruction and engage with their students. Secondly, beliefs about the importance of explicit instruction; some teachers may believe that explicit instruction is the most effective way to teach English language learners, while others may hold more constructivist views and believe that learning should be discovery-based. These beliefs can influence the instructional strategies that teachers use and the types of activities they plan for their students. Thirdly, beliefs about the role of technology in learning and how it can support English language learning in many ways, such as providing multimedia resources, enabling collaboration, and offering immediate feedback. Some teachers may believe that technology is an important tool for enhancing learning, while others don't agree.

A study by Johnson and Kuh (2016) suggested that teachers' beliefs and perceptions were influenced by their prior experiences with technology and innovative teaching methods. Teachers who were more technologically savvy and open to pedagogical change tended to hold more positive beliefs about the potential of flipped classrooms to enhance writing skills and self-efficacy among primary students. Similarly, a survey conducted by Park and Choi (2018) revealed that EFL teachers held positive perceptions about the flipped classroom's potential to develop students' self-regulation and autonomy, leading to improved writing abilities and increased self-efficacy.

Additionally, a study conducted by Sultana and Alzahrani (2019) found that many EFL teachers perceive the flipped classroom approach as beneficial for improving students' writing skills and self-efficacy. Teachers believed that this approach promotes active engagement, self-directed learning, and individualized instruction, which can contribute to enhanced writing competence and confidence among primary students. Conversely, research by Chang and Hsu (2020) highlighted that some EFL teachers expressed reservations about the flipped classroom approach, particularly related to the digital divide among students and concerns about the adequacy of resources for self-directed learning. These teachers believed that students from less privileged backgrounds might face challenges in accessing online materials, potentially affecting their writing performance and self-efficacy.

According to the previous studies, the predominant beliefs and perceptions held by EFL teachers regarding the effectiveness of flipped classroom approaches for improving writing skills and self-efficacy in

English are diverse and influenced by factors such as technology proficiency, pedagogical directness, and concerns about equity. While many teachers view the flipped classroom as a promising avenue for fostering writing competence and self-confidence, some express reservations regarding access and resource adequacy. It is important to consider these varying perspectives in the design and implementation of flipped classroom strategies to effectively address students' writing needs and self-efficacy development. The Antonio's study (2022) asserts that by understanding teachers' beliefs, teachers can engage in a reflective process that helps them align their instructional practices with best practices and promote positive learning outcomes for all students.

An overview of teachers' beliefs regarding the use of the flipped classroom approach in English language learning as English as a Foreign Language (EFL) reveals a diverse spectrum of perspectives and convictions. First, teachers' epistemological beliefs regarding knowledge acquisition, pedagogical beliefs concerning instructional strategies, and beliefs about students' abilities and motivations all come into play when implementing the flipped approach in the EFL context. For example, teachers may hold the belief that flipped learning promotes collaborative knowledge construction (Mason et al., 2013) or that it aligns with student-centered pedagogies (Bishop & Verleger, 2013). Moreover, teachers' views on the suitability of this approach for diverse student populations, including their linguistic and cultural backgrounds, influence their implementation strategies (Strayer, 2007). Understanding these multifaceted beliefs is pivotal for effective implementation of the flipped approach in EFL classrooms, as they shape instructional decisions and impact students' learning experiences.

An examination of teachers' beliefs concerning the implementation of the flipped classroom approach in English language learning, specifically within the context of English as a Foreign Language (EFL), reveals a spectrum of perspectives. On the positive side, educators hold beliefs in favor of enhanced student engagement, embracing student-centered learning, facilitating differentiation and individualized instruction, and appreciating the flexibility and adaptability this approach offers (Bishop & Verleger, 2013; Lage et al., 2000). Conversely, several concerns and challenges are also evident, including technological barriers related to access and proficiency, increased demands on teachers' time and workload, classroom management concerns, and the need to establish mechanisms for student accountability (Bishop & Verleger, 2013; Strayer, 2007). Additionally, teachers express a recognized need for ongoing

professional development and institutional support to effectively implement and navigate the flipped learning landscape in the EFL classroom (Ingersoll & Strong, 2011).

It is significant to recognize that teachers' beliefs and attitudes can evolve as they gain experience with the flipped classroom and witness its impact on English language learning outcomes. Ongoing professional development, collaboration with colleagues, and access to supportive resources can contribute to teachers' confidence and success in using the flipped classroom approach. Briefly, teacher' beliefs have a major impact on flipping instructional practices. Teachers who are willing to experiment with new strategies such as flipped instruction, have high self-efficacy beliefs that make them confident and proactive in their approach to teaching. As a result, they are more likely to develop effective and engaging online content that will increase student engagement and ultimately improve student learning outcomes.

2.3 The Flipped Classroom Model of instruction and EFL Writing process and perception

The Flipped Classroom Model of instruction has gained considerable attention and application in various educational contexts, including the teaching of writing processes and perceptions. In this pedagogical approach, traditional classroom activities, such as lectures and content delivery, are moved outside the classroom through the use of digital resources, allowing students to access instructional content independently before class. This shift in instructional design frees up valuable classroom time for active learning activities, including collaborative writing exercises, peer reviews, and discussions. When applied to writing instruction, the Flipped Classroom Model offers several potential advantages. For example, it allows students to engage with writing concepts and techniques at their own pace, provides opportunities for self-directed learning, and fosters peer interaction, which can enhance their perception of the writing process (Strayer, 2007).

Furthermore, this approach aligns with constructivist theories of learning, emphasizing that knowledge is actively constructed by learners, particularly relevant in the context of writing, where students must develop their own writing strategies and voice (Hofer, 2016). As a result, the flipped classroom instruction encourages students to take ownership of their writing processes and perceive writing as an iterative and collaborative endeavor. However, challenges also exist, including the need for technological resources and the necessity of careful planning to

ensure that students come to class prepared. Teachers adopting this approach must consider students' diverse needs and learning preferences to maximize its effectiveness in writing instruction (Pajares, 1992).

Incorporating the flipped classroom Model into writing instruction is an area of ongoing research and exploration, with educators and scholars continually investigating its impact on students' writing processes and perceptions. While studies have reported positive outcomes, such as improved writing skills and greater engagement (Bishop & Verleger, 2013; Mason et al., 2013), it is important to acknowledge that the effectiveness of this model may vary depending on the specific writing goals and the characteristics of the student population. Therefore, future research in this field will continue to refine our understanding of how the flipped classroom influences the writing process and perception.

Students' writing self-efficacy skills in English refer to their belief in their ability to write effectively in the language, significantly influencing their writing skills, motivation, performance, and persistence. High self-efficacy students exhibit greater confidence, motivation, goal-setting, and effort in writing tasks, enabling them to overcome challenges and achieve success. Conversely, low self-efficacy students lack confidence, may struggle, and are less motivated to develop their writing skills, leading to limited progress and persistence. Teachers can enhance students' writing self-efficacy by offering effective feedback, demonstrating writing skills, and promoting reflective processes.

The theoretical framework for understanding EFL writing performance and writing self-efficacy for students in flipping classroom can be explained through the Social Cognitive Theory (SCT) developed by Albert Bandura. The Social Cognitive Theory is a learning theory that emphasizes the importance of observational learning, social interactions, and self-efficacy in the learning process. According to the theory, learning occurs when an individual observes and models the behavior of others, and when they are able to recognize and regulate their behaviors by relying on their own self-efficacy beliefs. In the context of EFL writing performance and writing self-efficacy for students in a flipping classroom, SCT suggests that teacher modeling plays a crucial role in promoting effective writing strategies, personalized learning, and student engagement. Through intentional modeling of effective writing practices and providing effective feedback and support, teachers can improve their EFL writing performance in a flipping classroom. According to SCT, learning occurs in a social context and is influenced by various factors,

including observational learning, self-efficacy, and goal setting (Bandura, 1986). Therefore, in the context of EFL writing instruction, teachers must model effective writing strategies, provide feedback and support, and encourage goal setting to improve writing self-efficacy beliefs and ultimately enhance writing performance (Liljedahl & Oesterle, 2020).

Moreover, establishing a flipped classroom environment offers an opportunity for students to engage in personalized learning and receive immediate feedback and support from their teacher (Hung et al., 2019). This is critical for EFL writing instruction considering the challenges of providing individualized feedback in a large classroom. By using technology to provide direct feedback on writing assignments, students are more likely to be motivated and develop self-efficacy in writing (Kim & Han, 2019).

Flipped instruction, rooted in Social Cognitive Theory (SCT), fosters reflective practice among students. Through self-reflection on their writing, students identify strengths and weaknesses, enabling them to self-regulate their learning processes, set achievable goals, and adapt writing strategies, ultimately boosting their writing self-efficacy and performance (Schön, 1983). Flipped instruction provides students with diverse writing resources and encourages reflection and revision, reinforcing their belief in their ability to produce high-quality written work over time. Closing ideas, the Social Cognitive Theory provides a useful framework for understanding the relationship between EFL writing performance, writing self-efficacy, and flipped instruction. By promoting effective writing strategies, providing online content, personalized feedback and support, encouraging goal setting, and developing reflective practice, teachers can enhance students' writing self-efficacy and performance in a flipped classroom environment.

3. Research Method

3.1 Design of the study

This study used a quasi-experimental design to address the research questions. The results related to Teachers' beliefs-based flipped Writing classroom effects on EFL learners' writing performance were analyzed quantitatively, and participants' attitudes and perceptions towards their experience in the Teachers' beliefs-based flipped writing classroom were analyzed qualitatively using thematic analysis to explain, and clarify the quantitative findings. On the other hand, students in the control group received regular flipped instruction. A pre- posttest was given to both groups.

3.2 Participants

The Participants of the current study were selected by a randomized sampling method. They were 60 students who were intact selected from third-year English language department students in a language higher institute of the academic year 2020/2021. They were from two EFL writing undergraduate students classes, namely academic writing. They were randomly assigned to an experimental flipped instruction group and a control group. The two classes contained 27 adult EFL learners who have been studying English as a major for 2 years and their ages ranging from 20 to 25 with the average age of 23.43. To ensure the homogeneity of the participants regarding general English skills, "Oxford Placement Test" (OPT) was given to the students of the two groups. Their English class met six hours per week, divided into two hour classes on three separate days. The students in both classes were instructed via flipping the writing course and none of them reported to have had the experience of being instructed according to flipped model and it was the first time that they experienced flipped model instruction.

3.3 Instruments and Materials

3.3.1 Teacher's Beliefs Interview (TBI)

A number of questions were prepared by the researcher to conduct semi- structured interviews with some instructors so as to help in revealing their attitudes towards the use of the flipped learning strategy. These questions aim to explore teachers' attitudes towards the flipped learning approach and understand their beliefs about the effectiveness, challenges, and benefits of this approach to teaching English. By examining teachers' beliefs and perceptions, it may be possible to identify areas for improvement or target supports to ensure successful implementation of flipped learning in the classroom. The questions were reviewed by a number of specialists in the TEFL field to check their suitability to the purpose of the current study. The experts proposed interviewing the instructors about their experiences in using the flipped learning strategy and their suggestions to overcome difficulties they encountered while using the strategy.

3.3.2 The Writing Test

The writing test for English as a Foreign Language (EFL) university students serves as a pivotal assessment tool to evaluate their language proficiency and communicative abilities. Typically, the writing test is thoughtfully designed to evaluate students' application of knowledge acquired from flipped classroom activities and resources in practical writing scenarios. This test comprises three tasks: firstly, composing a

persuasive essay related to themes covered in flipped activities, requiring students to use evidence from those resources; secondly, summarizing a TED Talk aligned with classroom topics, assessing their note-taking and summarization skills; and finally, writing a formal letter of complaint about a real-life issue, applying appropriate language, techniques, and problem-solving abilities. The assessment criteria encompass effective use of academic language, grammar, and punctuation; writing style, including coherence and organization; incorporation of evidence and examples; adherence to task requirements and conventions; and the demonstration of creativity and critical thinking in addressing the prompts. Moreover, EFL writing tests not only about language proficiency but also about fostering effective communication skills, empowering students to express themselves articulately in an increasingly interconnected global environment.

Validity of the test

The validity of a writing test in English as EFL in a flipping classroom depends on several factors, including the construct validity, content validity, and criterion-related validity of the assessment tool. So, it was submitted, in its initial form, to a jury of seven university instructors in the TEFL field. The instructors were asked to provide their feedback and suggestions concerning the suitability of the test to the purpose of the study. The jury proposed certain changes related to the wording of some questions and time of the test. They suggested excluding two items and increasing the time of the test to 90minutes. The final form of the test included three topics of writing. The students were asked to select one to write about.

Reliability of the test

To ensure the reliability of the writing test in EFL, the researcher administered the test to a pilot sample of 30 students other than the sample of the study; the students were retested after 15 days. By using Pearson Correlation Formula, the reliability coefficient stability was computed. It was 0.85, which indicates that the test is reliable.

Timing the test

To measure the impact of the Flipped Classroom approach on writing performance and self-efficacy accurately, the timing of the assessment points is essential. The study included pre-implementation baseline assessments to gauge students' initial writing abilities and self-efficacy levels. Subsequent assessments conducted at strategic intervals throughout the semester of the academic year to track progress and compare it to traditional classroom outcomes. By assessing writing performance and self-efficacy at multiple points, the study could capture

the evolution of these skills over time and identify the specific moments when the Flipped Classroom approach may have the most significant impact. This timing strategy enabled a more nuanced analysis of the model's effectiveness and contributes valuable insights to the research findings.

3.3.3 Writing materials

In a flipped classroom setting, various writing materials are commonly employed to enhance students' learning experiences. These materials include video lectures, which cover essential writing topics and can be either teacher-created or derived from reputable online sources. Additionally, teachers assign online readings, articles, or blog posts that explore writing strategies and provide guiding questions for student analysis. Writing prompts or topics are shared to prompt students to apply their acquired writing concepts, encompassing different genres, argumentative essays, creative writing, or research papers. To aid in the writing process, teachers develop writing guides and handouts, offering step-by-step instructions and examples for various aspects of writing. They also provide writing samples and models for students to analyze and gain inspiration from. Online writing tools and platforms, such as grammar checkers and collaborative writing tools, support students' writing development. Furthermore, guidelines for peer review sessions foster collaboration and critical thinking, while self-assessment tools and checklists encourage students to evaluate their own writing, promoting self-reflection to identify areas for improvement and set writing development goals. These diverse materials collectively contribute to a rich and engaging learning environment.

The effectiveness of writing materials in a flipped classroom is varied because it depends on the goals of the lesson and the needs of the students. However, here are some instructor's applications of writing materials in a flipped classroom. Students used interactive writing platforms, such as Google Docs or Microsoft Word, to collaborate on writing tasks and share their work with their peers and instructors. The instructor provided feedback and comments on student work in real-time, which facilitated a more personalized and responsive learning experience. The instructor used gamification strategies to engage students in writing tasks, such as using online writing games or quizzes to reinforce key concepts and skills. This made the learning experience more fun and engaging for students. Organizing writing workshops during class time,

where students could share their writing and receive feedback encouraged collaboration, critical thinking, and problem-solving skills.

In flipped setting, Students created writing portfolios, where they could collect and showcase their writing work throughout the course. This helped students to reflect on their learning and progress over time, and provide opportunities for self-assessment and goal-setting. Peer Editing and Feedback is an essential application point where Students could be assigned to peer-edit and provide feedback on each other's writing assignments. This developed students' critical thinking and analytical skills, as well as improve their writing skills through constructive feedback. However, it is important to note that when the instructor tailors these applications to the specific needs and learning styles of each student and class, the benefits of flipped instruction are maximized.

Teacher aligned these writing materials with the learning objectives and provided clear instructions to students on how to engage with them outside of the classroom. By incorporating a variety of writing materials, educators can create a rich and interactive learning experience that supports students' writing growth in a flipped classroom setting. In conclusion, incorporating writing materials within a flipped classroom represents a pedagogical approach that leverages digital resources to enhance inquiry-based learning.

4.3.4 A Writing Self-efficacy Questionnaire (WSEQ)

Aim of the Scale: The Writing Self-efficacy Questionnaire (WSEQ) is specifically designed to measure students' self-efficacy beliefs concerning their writing performance within a flipped classroom setting. Tailored for Egyptian university students as English as a Foreign Language (EFL) learners, the questionnaire assesses their writing skills and performance while addressing key research inquiries. Its primary purpose is to identify areas of confidence and areas requiring improvement in writing abilities, providing valuable insights into students' self-efficacy.

Description: The WSEQ comprises a series of statements related to specific writing tasks or skills, presented in a Likert-scale format ranging from strongly agree to strongly disagree. It delves into various dimensions, including general writing self-efficacy, flipped learning self-efficacy, task-specific self-efficacy, time management self-efficacy, collaboration self-efficacy, technology use self-efficacy, and writing motivation self-efficacy. These dimensions collectively offer a comprehensive evaluation of students' beliefs, confidence, and

perceptions regarding their writing abilities in a flipped classroom environment.

Validity: The questionnaire's content validity ensures that it aligns with the research objectives and accurately measures students' self-efficacy in writing tasks within a flipped classroom. Through careful design and alignment with research goals, the WSEQ captures the relevant aspects of self-efficacy, ensuring the validity of the scale's outcomes.

Reliability: The reliability of the WSEQ is established through rigorous testing within the Egyptian context. The scale's internal consistency, measured using Cronbach's alpha, yielded a reliable coefficient of 0.80 in the current research. This high level of reliability signifies the consistency and stability of the questionnaire in measuring students' self-efficacy beliefs related to writing performance in a flipped classroom, affirming the robustness of the WSEQ for research and assessment purposes.

Timing: The WSEQ is administered at specific intervals, including pre-implementation baseline assessments, to measure students' evolving self-efficacy beliefs within a flipped classroom. By strategically timing assessments throughout the semester and aligning them with key activities, the questionnaire captures the dynamic changes in students' confidence related to writing tasks. This approach ensures a comprehensive understanding of the impact of the flipped classroom model on students' self-efficacy, facilitating nuanced analysis without exceeding four lines.

4. Experimental Procedures

Participants were chosen and then randomly separated into two groups: an experimental group experiencing a flipped classroom approach and a control group exposed to traditional classroom settings. Before the intervention began, the English as a Foreign Language (EFL) students were provided with information about the study's goals and process, and they were guaranteed the confidentiality of their collected data. The initial session involved administering a reading pretest and a reading self-efficacy scale to evaluate the writing skills and self-assurance of both groups. The experiment spanned approximately 12 weeks in duration.

In the flipped classroom approach, electronic learning materials were utilized, while the traditional face-to-face classroom employed printed materials. The writing texts chosen were consistent for both groups. The key difference between the flipped and non-flipped groups was the online material accessibility exclusively available to the flipped group. Sessions

occurred twice weekly. The experimental group received instructional resources, explanatory videos, voice-annotated PowerPoint presentations, and other electronic tools prior to classes. Additionally, they were directed to reputable websites related to the lesson content. Course materials were posted on Telegram and WhatsApp for the flipped group, granting them pre-class access for enhanced collaboration with peers and reading task completion. Moreover, the flipped group received audio files of each text via Telegram or WhatsApp before the class sessions.

Moreover, students in the flipped group were instructed to review the assigned writing topics prior to attending the class. Additionally, participants were mandated to engage in multiple auditions of the audio recordings of these passages using their personal mobile devices at home. Upon attending the flipped group class, learners were probed by the instructor for information related to the passages, presented with queries, and administered a test. Given that the flipped approach embodies a form of blended learning wherein instructional content precedes the in-person class time, learners in the flipped group were exposed to the educational content prior to attending the class, with the instructor serving as a facilitator of the learning process.

Following the instructor's initial discourse, the subject matter was addressed within the group and various tasks were undertaken. These tasks encompassed activities like brainstorming, question-and-answer sessions, identification of main ideas, and simplification of the text for learners. During the class session, the teacher expounded on novel concepts and insights regarding reading skills as presented in the shared videos or PowerPoint presentations. Moreover, the instructor curated and disseminated a recapitulation of the key takeaways and inquiries raised during each session to the students. Post-session, students formed small groups and synthesized a summary or report of their acquired knowledge, subsequently sharing their findings with other group members in the class, thereby providing a comprehensive overview of the learning materials.

Nonetheless, the students in the non-flipped group underwent conventional instruction, wherein all teaching activities were conducted within the confines of the classroom. Before each passage was taught, the instructor activated the students' prior knowledge by offering contextual information, and subsequent to the instruction of each passage, the students were tasked with responding to a set of questions pertaining to the text. This practice persisted throughout the entire duration of the course. As previously indicated, the non-flipped group experienced

traditional face-to-face reading instruction, utilizing printed instructional materials to enhance their reading comprehension proficiencies. Upon the course's conclusion, to evaluate the participants' reading comprehension skills and their level of self-efficacy in writing post-instruction, the second writing test and writing self-efficacy scale were administered as the study's posttests. Practically, the flipped teacher followed some steps to teach EFL writing which can be presented in the following figure:

Figure (1) Steps to implement a flipped classroom model for teaching writing

<p>1.Preparing Pre-Learning materials (access outside classroom)</p> <ul style="list-style-type: none"> a. video lectures b. reading assignments c. online resources d. interactive modules
<p>2.Assigning Pre-Learning Tasks (access outside classroom)</p> <ul style="list-style-type: none"> a. watching the video lectures b. reading the assigned materials c. completing online exercises d. Providing clear instructions and expectations for these tasks e. e. setting deadlines for completion before the in-class session.
<p>3.In-Class interactive & Collaborative Activities</p> <ul style="list-style-type: none"> a. discussions b. peer review c. sessions d. writing workshops e. hands-on writing exercises
<p>4.Providing Guidance and Feedback (in-class session)</p> <ul style="list-style-type: none"> a. providing guidance and constructive feedback that highlights both strengths and areas for improvement. b. encouraging students to revise and refine their writing based on the feedback received.
<p>5.Individualized Support Offering individualized support and guidance to address students' different levels of proficiency and diverse learning needs session.</p>
<p>6.Encouraging Self-Reflection Incorporating reflection activities where students can critically analyze their writing process, identify areas of improvement, and set goals for their writing development session.</p>
<p>7.Continuous Assessment Implementing ongoing assessment strategies to monitor students' progress and provide timely feedback such as formative assessments, quizzes, writing assignments, or rubrics to evaluate their writing skills.</p>

5. Data analysis

The focal point of analysis was the writing performance, considered the dependent variable, while the independent variable was the implementation of two distinct flipped classroom models: The Teachers' Beliefs-based flipped classroom and traditional classroom. Consequently, to ascertain the impact of the Teachers' Beliefs-based flipped classroom on learners' writing performance within the experimental group, a one-way repeated measures ANOVA was employed. Furthermore, a T-test was conducted to assess the discrepancies between the post-test and delayed post-test scores among the control and experimental groups. Beyond quantitative data analysis, a qualitative examination was carried out by subjecting transcribed questionnaires to open thematic coding.

6. Results

As a preliminary step, regarding the analysis of OPT scores, It was conducted an independent-samples t-test to assess the comparison between the experimental and control groups. The descriptive statistics of the pre-test results were examined to evaluate any differences in writing skills between the experimental and control groups before the start of the flipped intervention. The results are provided in Table 1.

Table (1)

The mean score of the control and the experimental groups on writing pretest

Test	Control Group		Experimental Group		D.F.	t-test		Sign.
	Mean	±SD	Mean	±SD		t	p	
Writing test	26.73	15.82	23.70	15.16	58	- 1.141	0.489	Not sign.

As shown in Table 1, the results demonstrated that there was no statistically significant difference in OPT scores between the flipped group (mean = 23.70, standard deviation = 15.16) and the non-flipped group (mean = 26.73, standard deviation = 15.82); $t(58) = -1.141, p > 0.05$. This suggests that both groups exhibited a similar level of global English proficiency prior to the commencement of the treatment. To explore whether the teacher's beliefs based flipped classroom approach significantly improved the writing achievement of Egyptian EFL learners, the researcher conducted an analysis of covariance (ANOVA). As demonstrated in Table 2, the mean writing score for the flipped group increased from 36.77 in the pre-test to 81.44 in the post-test.

Table (2)

Comparison of the experimental group scores on writing test (pre-post tests)

Experimental group		Mean	±SD	D.F.	t-test	p-value	Sign.	Eta Squared	level
Writing test	Pre	36.77	20.65	58	-36.76	<0.01	Sign.	0.964	high
	Post	81.44	11.94						

The table suggests that there is a substantial increase in scores from the pretest to the posttest, as indicated by the higher mean score for the posttest. The lower standard deviation and standard error of the mean for the posttest scores suggest greater consistency and reliability in the posttest data. These findings imply that the flipped classroom intervention have had a positive impact on the writing skills of the experimental group.

Table (3)

Comparison of the control and experimental groups on writing tests (post-test)

	Control Group		Experimental Group		D.F.	t-test		Sign.
	Mean	±SD	Mean	±SD		t	p	
	Writing test	29.45	17.81	73.55		11.85	58	

Nonetheless, when the researcher accounted for the post writing scores, a statistically significant difference emerged between the two groups in terms of their scores on the writing posttests as shown in Table 3. This outcome suggests that students in the flipped group made significantly greater improvements in their writing skills compared to the participants in the non-flipped group, underscoring the effectiveness of flipped instruction in enhancing the writing abilities of the EFL participants.

Pearson correlation coefficient formula was applied on writing achievement test and Writing self-efficacy scores of the subjects of the flipped group in the light of flipped teachers' beliefs and perception. It is worth noting that the correlation coefficient (r)'s result was (0.744) as it is strong positive.

7. Discussion

This study aimed to investigate the influence of teachers' beliefs based on a flipped classroom approach on the writing achievement and writing self-efficacy of EFL students. The study's findings indicated a significant improvement in the writing achievement of participants exposed to flipped instruction. Additionally, students in the flipped group outperformed their counterparts in the non-flipped group in the post-test assessment of writing self-efficacy. These outcomes can be attributed to

several factors. Firstly, the efficacy of flipped teaching contexts is highlighted, where teachers, in the flipped class, engaged his students with instructional content prior to in-class sessions, fostering cooperative interactions between him and peers. As a result, students' writing skills improved. Conversely, the non-flipped group worked on assignments independently after class, lacking interaction with instructors, peers, and external content. This limited their ability to self-assess their progress. These findings align with previous research by Adnan (2017), Lee and Wallace (2017), Hung (2017), Amiryousefi (2019), Fathi&Barkhoda (2021), and Wagner and Urhahne (2021),Antonio(2022) which consistently demonstrated superior performance among learners in flipped classrooms compared to their non-flipped counterparts.

The positive impact of teachers' beliefs in the flipped classroom approach can be attributed to what Silberman (1996) referred to as active learning, involving higher-order mental activities like critical reflection, problem-solving, and decision-making during learning tasks, which motivate EFL learners to connect prior knowledge with current learning. In the context of flipped instruction, the reversal of traditional teaching methods encouraged participants to engage with interactive learning materials. The constrictive beliefs and perception scaffold the students in the flipped group to have the flexibility to study and learn (Aniq et al (2020). Furthermore, the flipped classroom afforded EFL students more opportunities to interact with learning materials, peers, and the teacher (Mao & Peter (2019), as they could view flipped materials as often as necessary and at their preferred times, preparing them for class activities (Mok, 2014).

Flipping instructional practices, or the practice of using technology to assign tasks that includes the delivery of instructional content, have a significant impact on student learning. Flipping instructional practices involve teachers redesigning their instructional practices to create effective and engaging online content to supplement or replace in-class instruction. Teacher' beliefs have a major impact on flipping instructional practices. Educators with high self-efficacy beliefs are more likely to embrace the benefits of technology in education and are willing to experiment with new strategies such as flipped instruction. They have more confidence in their ability to create effective online content, which will increase student engagement outside of the classroom, and ultimately improve student learning outcomes.

On the other hand, educators with low self-efficacy beliefs may struggle to incorporate technology into their teaching strategies. They may lack the confidence and skills to create effective online content,

concern with their ability to develop and deliver engaging online instruction, and reluctance to try something new may prevent them from flipping instruction. The teacher takes on the role of a facilitator, providing guidance, answering questions, and addressing any misconceptions or difficulties students may have encountered during their independent learning.

The flipped classroom model aims to maximize the effectiveness of face-to-face instruction by utilizing class time for active learning experiences rather than traditional lectures. It encourages students to take responsibility for their own learning, promotes deeper understanding through application and discussion, and allows teachers to provide more personalized attention to individual students.

It is important to note that educational practices and definitions can evolve over time, so there may be updates or modifications to the concept of flipped classrooms. The use of interactive learning technologies, particularly multimedia, offers unique opportunities for student learning that are not possible with other forms of media. Different individuals have different learning styles, and the flipped classroom approach aims to address this by shifting activities traditionally conducted inside the classroom to outside, and vice versa. This approach encourages greater student engagement and participation compared to traditional classrooms. This paper reviews recent literature on the use of the flipped classroom approach in education to meet the needs of educators. It discusses the impact of teachers' beliefs based the flipped classroom on the EFL students' writing performance and self-efficacy and provides examples of its application. The flipped classroom is indeed a contemporary variation of a pedagogical method that has origins dating back many generations. The traditional approach to teaching involves instructors delivering lectures and presenting new content in the classroom, while students are expected to reinforce their understanding through homework and assignments completed outside of class.

Largely, these studies Chang (2018), Mao (2019), Tseng(2019), Wu (2020)suggest that teachers' beliefs and perceptions have a significant impact on their instructional practices and ultimately on student learning outcomes. By understanding how their beliefs and perceptions shape their teaching practices, educators can take steps to ensure that their teaching aligns with best practices and promotes positive student outcomes.By fostering writing self-efficacy in a flipped classroom, educators can empower students to become more proficient and confident writers. This,

in turn, supports their overall academic growth, enhances their communication skills, and cultivates valuable traits and abilities that extend beyond writing alone.

The teachers' responses in the "Teacher's Beliefs Interview" TBI based flipped classroom revealed valuable insights into their perceptions and attitudes towards implementing a flipped classroom approach in language teaching. Here is a summary based on their responses:

- Many teachers expressed positive beliefs about the effectiveness of flipped classrooms in enhancing language learning.
- Teachers acknowledged the importance of technology and digital resources in creating a successful flipped classroom environment.
- There was a consensus among teachers that active student engagement and participation were crucial in a flipped classroom.
- Teachers had varied strategies for structuring pre-class and in-class activities, with an emphasis on interactive and collaborative learning.
- The use of diverse resources and materials for pre-class preparation was common among teachers, including videos, online modules, and multimedia content.
- Assessment methods in flipped classrooms varied, with some teachers emphasizing formative assessment and ongoing feedback.
- Teachers anticipated challenges in implementation, such as student access to technology and the need for additional training and support.
- Professional development was recognized as essential to help teachers effectively integrate the flipped classroom model into their teaching.

As a matter of interpretation, the teachers' responses reflect a generally positive attitude towards the flipped classroom approach in language teaching. They demonstrated a clear understanding of the importance of technology, active learning, and student engagement in this context. However, it is evident that teachers recognize the need for addressing challenges related to technology access and ongoing professional development. Largely, the insights gained from these responses emphasize the potential benefits of flipped classrooms in language education while highlighting the importance of ongoing support and training for educators to maximize its effectiveness.

Educational Challenges

However, there were some **educational obstacles and challenges** that faced the instructor when implementing a flipped writing classroom. Therefore, there were reflective meetings with the instructor after each lecture. Here are some of them and suggested strategies to overcome them. Firstly, **Technological Barriers** as some students may not have access to the necessary technology or internet connection to engage with online materials. Therefore, the teacher Provided alternative offline resources, such as printed writings or recorded lectures, to accommodate students with limited technology access and encouraged them to use local libraries or community centers with internet access. Secondly, **Uneven Technology Proficiency**, Students might have varying levels of familiarity with digital tools and platforms, making it challenging for some to navigate online resources. The teacher offered tutorials or training sessions to familiarize students with the technology used in the flipped classroom, besides, he created user-friendly guides and provided technical support to address individual concerns. Lastly, some students passively watched videos or read materials without fully engaging with the content. the researcher incorporated with the teacher in designing interactive online materials that required active participation, such as quizzes, discussion forums, or reflective prompts. By proactively addressing these challenges and implementing strategies to overcome them, EFL teachers can create a more successful and productive flipped writing classroom that supports students in developing their writing skills effectively.

Furthermore, it can be contended that the flipped group displayed heightened engagement with learning materials, both within and outside the classroom. This suggests that writing strategy instruction contributed to enhance the self-efficacy of Egyptian EFL learners, consistent with findings in other studies that demonstrated significant improvements in self-efficacy among students exposed to flipped classrooms (Enfield 2013; Lai & Hwang 2016; Namaziandost & Çakmak, 2020; Aslan, 2022). Additionally, increased interaction and feedback during class may have provided students with more opportunities for mastery experiences, verbal persuasion, and positive self-affirmation, all contributing to heightened reading self-efficacy. In essence, this self-efficacy was grounded in students' enhanced sense of agency while completing tasks and assignments, potentially boosting their motivation and engagement

with the course content, consistent with the findings of Lee and Wallace (2017), where learners in the flipped course demonstrated greater engagement in classroom tasks compared to the control group.

Similarly, according to Strayer (2012), the flipped group's enhanced achievement can be attributed to opportunities for students to collaborate on tasks and engage in interactions. Furthermore, when learners have less responsibility for managing and directing their multimedia learning content, it can challenge their mental capabilities. On the contrary, accessing learning materials before class and studying them at one's own pace and convenience may have empowered students to take control of their learning, adjust their learning speed, and enhance their competence, ultimately enhancing their self-efficacy. This study aligns with the findings of Kurt (2017), and Fathi & Barkhoda(2021) where flipped instruction led to higher self-efficacy levels among pre-service instructors in a classroom management course compared to those in a traditional course. Additionally, as noted by Amanisa & Maftuh(2021), students in a flipped classroom engage in more in-depth exploration of topics and create richer learning opportunities, fostering strong motivation to succeed in their tasks, which, in turn, can nurture increased self-efficacy.

The results of the questionnaire reveals that Writing self-efficacy in a flipped classroom offers numerous advantages for students, including increased confidence in their writing abilities, improved writing performance, heightened motivation to write, enhanced independent learning skills, the development of effective communication abilities, transferable skills such as critical thinking and creativity, and a positive self-perception as writers. When students believe in their capacity to express thoughts effectively through writing, they approach writing tasks with enthusiasm, engage in the writing process more actively, and produce higher-quality work. Moreover, this confidence fosters a sense of motivation and self-directed learning, aligning well with the principles of the flipped classroom. Ultimately, the benefits extend beyond writing skills, influencing various facets of academic and professional growth.

Inside the classroom, the focus of the teacher's role shifts from content delivery to active learning activities. Students are engaged in discussions, collaborative projects, problem-solving exercises, and other interactive tasks that foster critical thinking, creativity, and deeper understanding. The instructor serves as a facilitator, providing guidance, answering questions, and supporting students in applying their knowledge. The teacher's belief of what sets the flipped classroom apart

from its predecessors is the availability of digital tools and platforms that facilitates the delivery and accessibility of instructional content. These technologies enable instructors to create and share video lectures, interactive tutorials, online assessments, and collaborative spaces that enhance students' learning experiences. In summary, while the flipped classroom leverages technology to deliver instructional content, its essence lies in the teachers' beliefs, perception because its pedagogical principles of active learning, student engagement, and the optimization of in-class time for deeper exploration and application of knowledge depend widely on teachers' practices' to enhance the learning process.

Finally, the findings of this study hold several important pedagogical implications. They underscore the effectiveness of flipping the classroom as a valuable method for enhancing EFL learners' writing through increased engagement in collaborative activities and discussions. Therefore, integrating flipped instruction into regular EFL courses could contribute significantly to overall learning improvement, particularly in writing. Furthermore, the flipped teachers provide ample opportunities for EFL students to use the language in a more communicative manner, creating a motivating learning environment where educators not only monitor but also actively facilitate and organize their students' learning.

8. Conclusion

This study investigated the impact of teachers' beliefs and perceptions-based flipped classroom instruction on writing self-efficacy among EFL university students. The findings suggest that integrating flipped classroom instruction aligned with teachers' beliefs and perceptions significantly enhances students' writing self-efficacy. The utilization of this innovative pedagogical approach not only facilitates the development of writing skills but also cultivates students' confidence in their writing abilities. The positive outcomes observed in this study emphasize the potential of flipped classroom instruction as a valuable tool for EFL higher education. By aligning instructional strategies with teachers' beliefs and perceptions, educators can create a more effective learning environment that fosters self-efficacy among EFL learners. This approach encourages students to engage actively in the writing process, take ownership of their learning, and develop the belief that they can excel in writing tasks.

9. **Recommendations:**

Based on the findings of this research, several recommendations can be made for educators and educational institutions in the field of teaching English as EFL:

1. **Teacher Training:** Provide professional development opportunities for EFL teachers to familiarize them with the principles and practices of flipped classroom instruction. This training should emphasize aligning instructional methods with their beliefs and perceptions.
2. **Curriculum Design:** Incorporate flipped classroom elements into the curriculum to promote active learning and self-efficacy among primary EFL students. Ensure that the design of flipped lessons aligns with the specific needs and expectations of teachers and students.
3. **Supportive Resources:** Develop and provide resources such as video tutorials, interactive online materials, and clear guidelines for both teachers and students to facilitate the implementation of flipped classroom instruction effectively.
4. **Continuous Assessment:** Implement regular assessments and feedback mechanisms to monitor students' progress and adapt instruction accordingly. This will help in maintaining a balance between teachers' beliefs and students' needs.
5. **Research and Evaluation:** Promote further research on the impact of flipped classroom instruction in EFL university education. Evaluate the effectiveness of this approach in different contexts and with various age groups to continue improving teaching practices.

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