



A Constructivist Flipped Learning Approach to Enhance EFL Majors' Writing Performance at Al Azhar University – Gaza

Fidaa I. Soboh¹, Asmaa G. Gheith²

¹ Ph.D. researcher at EFL Curriculum and Instruction, Institute of Arab Research and Studies, Cairo University. Egypt.

feda.sobeh@gmail.com

² Professor of Curriculum and instruction (EFL), Faculty of Education- Ain Shams University

drasmaagheith@yahoo.com

Abstract

The current study aimed to enhance the EFL majors' writing performance by adopting a constructivist flipped learning approach. The researchers adopted one group design. Participants were thirty-one EFL majors (n=31), enrolled in the study program, who had 10 sessions; approximately two days per week, two hours per session. To identify and enhance the participants' writing performance, the researchers designed a pre/post-test and a rubric. The researchers then created a program based on the constructivist flipped learning approach to enhance the learners' writing performance. The pre/post-test results of the participants were analyzed statistically by using Pearson's correlation coefficients and Cronbach's Alpha Coefficient to compare the mean score, standard deviation, and effect size. In addition, a qualitative analysis of the participants' progress was conducted and analyzed. Both quantitative and qualitative interpreted results revealed varied positive effects of using the constructivist flipped learning approach in enhancing EFL majors' writing performance.

Keywords

Constructivist Flipped Learning, Writing Performance.

Introduction

The focus of language learning in the twenty-first century is no longer on memorizing grammar rules or vocabulary words; rather, it is on employing language as well as cultural expertise to communicate with people from all over the world. Technology allows students to transcend geographical and physical limitations as they learn to open up to their surroundings, employing their cultural and language competence to facilitate the relationships they make. The language teaching's field is changing at an accelerating rate. Traditional ideas about education are being replaced by new and original ideas about how to educate, learn, and acquire information.

For all English teachers who teach English as a world language to almost all countries, writing performance is extremely important. English teachers who are competent at writing performance approaches can easily establish a dynamic and a communicative learning environment. A teacher with good oral performance always makes teaching and learning easier and understandable. Good communication abilities of teacher are the basic requirement of the academic success of students, and professional success of life.

Because students need to actively construct knowledge in their own thoughts, the expectations of teachers are to differ from the traditional methods of instruction and generate new, creative, and innovative approaches for teaching. So, they revise rules when reflecting and applying them. This constructivist view point of learning considers learner as active agents in the process of knowledge acquisition. Constructivist theory has its historical roots in the work of (Dewey, 1910), (Bruner, 1961), (Vygotsky, 1962), and (Piaget, 1954). Constructivism is the idea that "mental building" is what causes cognition (learning). In other words, learning occurs when students combine new knowledge with what they already know (Olusegun, 2015). Regarding the social environment, constructivists believe that learning is influenced by the way

in which a concept is handled by teachers as well as by the attitudes and beliefs of the students. Constructivism is a learning theory that has roots in psychology and outlines how people can pick up information and learn new things. As a result, it directly relates to education. According to the thesis, people create knowledge and meaning from their experiences. Constructivism is not a specific pedagogy. Constructivism is one of many education reform movements that have their roots in Piaget's theory of constructivist learning, which has had a significant impact on educational learning theories and teaching strategies. (Olusegun, 2015)

When behaviorist approaches fail short of achieving the necessary language learning and acquisition results, alternative learning approaches, such as constructivist should be adopted. 21st Constructivism needs to be developed in order to stay up with technology, so students should be exposed to technology to communicate and interact fluently in a foreign language for further successful learning.

Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into an energetic, interactive learning atmosphere where the educator allows students to develop as they apply concepts and engage creatively in the subject matter, according to the Association of Flipped Learning Network's (2014) official proposal. Flipped learning involves students in learning activities that are based on constructivism philosophy, in contrast to traditional pedagogy. The researchers established a relationship between a constructivist flipped learning and writing performance in order to enhance EFL majors' writing performance.

Theoretical Background

Learning English as a foreign language is not merely simple learning of vocabulary, structure or grammar. It is a fatal mistake to focus on good English competence for passing the

English exam and moving to upper grades. The focus should not be only on the cognitive intelligence or the competence, the researchers think that there should be done research but it should target language performance using a constructivist's flipped learning approach. Appropriate EFL Language performance can be realized through experiencing meaningful of the students' classroom activities and tasks that help learners perform using language more appropriately.

Eric Mazur, a Harvard University professor of physics, observed that students' ability to solve problems improves when they collaborate with one another. He also noted that when he guides students and encourages independent learning rather than direct instruction, students' problem-solving skills also improve. For this he began using a method he called (peer-to-peer learning) (Peer Instruction), and the summary of this method is that the learners read the educational material before the time of the lesson, then complete some tasks assigned to them, but inside the classroom, all learners are asked about the basic concepts of the lesson, if the number of wrong answers is more than the correct answers The learners are divided into groups, so that each learner questions his colleague, discusses him, and benefits from his opinion, and then these results are summarized. For Eric Mazur, this approach is a form of flipped classroom (Brame, 2013; Crouch, Watkins, Fagen, & Mazur, 2007).

Bishop and Verlger believe that Maureen League's definition is not sufficient to describe the practice that occurs in the flipped classroom approach precisely, so they tried to define the flipped learning as a two-part technologically supported instructional strategy: The first is direct, individualized learning that depends on the technology devices as computer and takes place outside of lesson time through video Educational, and the second part is active learning in groups within the classroom (Bishop & Verleger, 2013).

According to this definition, an integral component of the flipped classroom strategy is the use of educational videos in learning activities outside of the classroom and no approach can be called flipped classrooms unless it contains an instructional video, It also makes a clear distinction between the kind of activities that take place within and outside of the classroom, and it is not just interchange of roles that used to take place in direct teaching, according to Maureen Legge (Bishop & Verleger, 2013).

The definition of Bishop and Verleger reflected the growing research interest towards this approach, and other researchers have adopted this definition during their review of the flipped classroom research to be a basis for distinguishing what can be considered an approach to flipped classrooms and what cannot be considered as such. It is not proper to take what was happening in the classroom (direct teaching) outside of it when learning without an instructional video. For the learners to not feel alone or frustrated, other researchers contend that the electronic environment in the flipped classroom must be dynamic and allow for communication between the teacher, the learners, and the learners themselves. (Bregnhøj et al., 2017; Jensen, Kummer, & Godoy, 2015; Lo & Hew, 2017.).

By adopting the definition of Bishop and Verleger, previous experiences that used ideas similar to the Flipped Seasons approach can be seen as a historical development of it. The definition of Bishop and Verleger is the one used today by many researchers in the flipped classroom, where direct instruction is provided by the students watching the educational video primarily before attending the lesson, and the classroom instruction time is used to carry out activities centered around the student.

The educational video was not the only activity that took place outside of the classroom, despite what the literature indicated. Other activities that go along with watching educational videos include reading a text from a book, taking a quick test, getting students involved in

discussion boards, watching a presentation, or taking notes. (Bhagat, Chang, & Chang, 2016; DeSantis, Van Curen, Putsch, & Metzger, 2015; Snyder et al., 2016; Tsai, Shen, & Lu, 2015).

Additionally, there are a variety of learner-centered activities in the classroom, such as group discussions, problem-solving, project-based learning, clarification of vague concepts, responding to inquiries from students, and practicing in individual or group activities. (Clark, 2015; Huang & Hong, 2016; Mazur, Brown, & Jacobsen, 2015).

The discussion of complex concepts can be seen as an expansion and extension of the educational content in the classroom. More significant than that, though, is the fact that the student has more control over time because he is studying at his own speed (Self-Paced Learning) rather than following a set schedule. (Brame, 2013; Lai & Hwang, 2016; Tucker, 2012).

EFL Majors' Writing Performance

Learning English as a second language involves more than just memorizing words and grammar rules. It is a fatal mistake in English to focus on good English competence for passing the English exam and moving to upper grades. However, it witnessing and undergoing English as a foreign language is taught focuses on the cognitive intelligence or the competence only, the researchers thinks that there should be done research about enhancing EFL majors' writing performance using a constructivist's flipped learning approach.

EFL majors' writing performance can be realized through experiencing meaningful of the students' classroom activities and tasks that help learners perform using language more appropriately.

EFL Majors' Writing Components

Writing performance development has always been a top priority in education. The core of a learner's progress and development in learning a language is thought to be their writing performance. The main goal of writing performance improvement is to increase students' ability and willingness to communicate their thoughts clearly and concisely. They also need to exchange, gain information and effectively participate in society. They should have the chance to efficiently and freely practice the language in order to accomplish this. The following are the main components of writing performance that were covered at this study:

Accuracy

One issue Palestinian EFL learners have is a lack of ability to produce accurate and complicated speech. Palestinian teachers and students frequently concentrate on acquiring new vocabulary and grammar rules in isolated phrases, but they lack the knowledge of how to apply them to express various meanings with accuracy or minimal grammatical errors.

The importance of grammatical instruction in EFL Learning a foreign language is "conscious and deliberate from the start," in contrast to learning one's native language, where grammar is acquired subconsciously, and "spontaneous speech with a quick and sure command of grammatical structures comes to him only as of the crowning achievement of long, arduous study." (Tokunaga, 2021). When learning a foreign language in a setting where total exposure to the language is insufficient for implicit learning (DeKeyser, 2007, Otsu, 2012), It is extremely important to acquire accurate declarative information through explicit learning. (Criado, 2016; Inoue, 2016; Otsu, 2012).

Fluency

In the process of producing language, fluency is crucial. For university EFL majors, acquiring language fluency is one of the most difficult tasks. It incorporates the creation of a

designed concept, the recording of knowledge representations in the mind, and prior knowledge of the subjects. Language learners are generally regarded as proficient users of the language if they speak it naturally and in a way that is comparable to a native speaker. (Housen, Kuiken, & Vedder, 2012). "Fluency activities often focus on the conveyance of the messages rather than the language forms and get the learners to complete simple tasks more quickly than usual." (Nation & Newton, 2009). Activities for developing fluency must be message-focused; Focusing on errors hinders fluency because corrections cause students to move more slowly in favor of accuracy.

One of the most important things that English learners need to work on is improving their fluency. The topic of how to help students and teachers in the classroom become more fluent has received a lot of attention. It is easy to understand why fluency is a crucial success factor in studying and performance of any kind if you watch students being taught.

Coherence

Coherence refers to the extent to which text parts are structurally and reasonably associated with other parts, Korichi (2016, P. 87).

Throughout the essay, coherence enables the reader to smoothly transition from one idea to the next, from one sentence to the next, and from one paragraph to the next. Coherence can be achieved in writing in a number of different ways. Oshima & Hogue (2006) suggest the following four: 1. Recurring key nouns 2. Employs regular pronunciations 3. incorporating transitional signals into concepts 4. methodically arranging your ideas.

Morphology

According to Kolenchery's (2015) writing, morphology sells with word building. Derivational morphology includes terms like knowing, knowingly, and unknowingly. The basic word is recognized, and the morphemes -ing, -ly, and un- are appended. As they are added

to words to alter their meaning, morphemes and morphology go hand in hand. The smallest meaningful item that cannot be divided further is known as a morpheme. The structuralists created the idea of a morpheme because they were interested in creating a group of language that did have meaning. Morphological processes serve two main functions, namely (1). Adding new words to a language; and (2) changing already-existing ones. The study of word production is known as morphology.

Pragmatics

Pragmatics are taught in English language classes to prevent misunderstandings brought on by cultural differences. In other words, the learning and teaching of pragmatics would help students overcome their communication challenges. Teaching pragmatics will also help students become more pragmatically aware, offer them more control over their interactions in English, and enable them to communicate effectively in a variety of contexts. Teaching pragmatics can increase pragmatic awareness, which has a number of advantages, and help students avoid mistakes of pragmatics, which will decrease the number of embarrassing situations. It can also increase students' confidence, help them better understand the contextual messages in each situation, and help them form the right presuppositions. (Firas, 2015).

On the one hand, pragmatics entails knowledge of and awareness of the language and paralinguistic techniques accessible to express meaning, and on the other, contextual aspects, such as social context, particular conversational contexts, and politeness requirements, which might limit interaction (Taguchi, 2019).

Flipped Learning as a Constructivist Approach

Almost twenty years ago, an author wrote an article describing the rationale for using evaluation as a starting point rather than an endpoint of an instruction (Bernauer, 1988). Building on the past 20 years of teaching experience, both authors now believe that this concept, while still useful, does not actually go far enough. In that article they present a concept of teaching and learning, which, while maintaining the relevance of assessment, reconfigures it in the context of constructivist learning theory, high-level learning, and flipped classroom preparation. While Jim is a faculty member at Robert Morris University's School of Education and Social Sciences in Pittsburgh, Rick serves as a faculty and head of department, which gives him the opportunity to look at curricular and pedagogical ideas and arrangements from both perspectives. In that article, they developed a rationale for designing an educational environment to support student development in relation to cognitive, metacognitive and attitudinal goals. The following description is based on actual classroom environments that the authors have developed and implemented at the undergraduate and graduate levels both online and in a traditional classroom environment. It is hoped that although the environment of their university may differ somewhat from others, fellows will find useful ideas to help build their own curriculum.

Statement of the Problem

The researcher conducted a pilot study consisted of 40 students that were randomly selected to investigate their writing performance using writing piloting test. The results proved that many of these students lacked performance. The researcher asked some questions that can reveal their actual performance features. The pilot study showed a clear weakness of majors' writing performance.

EFL majors writing performance have some problems such as; sentence structure, organization of idea, coherence, use of grammar in context, spelling and lack in ensuring appropriate content and style, so they need be exposed to current approaches and strategies during their preparation. Thus, the researchers tended to use a constructivist flipped learning approach to enhance EFL majors' language performance. language performance.

Study Questions

The problem can be dealt with the answer of the below main question:

How can EFL majors' writing performance be enhanced through a program based on a constructivist flipped learning?

The following sub questions were also posed in an effort to answer the main question:

- 1- What are the components and activities of a program based on a constructivist flipped learning approach?
- 2- What is the effect of the proposed program on the target EFL majors' writing performance?

Study Hypotheses

The following are the study's hypotheses:

- 1- There is a statistically significant difference at the significance level of 0.05 between the mean scores of the pre-test and the post-test of the study participants in terms of EFL majors' writing performance as a whole in favor of the post-test.
- 2- There is a statistically significant difference at the significance level of 0.05 between the mean scores of the pre-test and the post-test of the study participants in terms of EFL majors' writing performance as items in favor of the post-test.

Significance of the Study

This study will provide insight into:

- The significance of implementing the constructivist flipped learning approach in teaching language.
- Providing a program based on a constructivist flipped learning approach.
- Enhancing the EFL majors' writing performance.
- Introducing a suggested program that might propose guidelines for instructors to enhancing EFL majors' writing performance.
- Contributing in overcoming language difficulties facing EFL majors at Al Azhar University – Gaza.
- Using technology to enhance EFL majors' writing performance.

Delimitations of the Study

The current study is restricted to:

- Participants number (31) students at level four from Al Azhar University – Gaza.
- The fourth level male and female students who study English language – educational section – at Al Azhar University.

Design of the Study

To fulfill the purpose of this study, The researchers used a pre-posttest design for one group in a quasi-experimental study. The participants' members were taught through flipped learning activities.

- The participants' performance during the experimentation was analyzed, using both quantitative and qualitative methodologies to analyze the results.

- Fourth-year English language majors (n=31) enrolled in Al Azhar University in Gaza's Faculty of Education are the participants of this study. They are enrolled in one group. Their ages ranged from (21-23) years old.

Settings of the Study

At the 21st century, even before COVID-19, there was already an increasing use of instructional technology. Whether it is virtual tutoring, mobile apps, or video conferences, in this study, the tools of the program took place through both in person and online activities.

All teaching/ learning sources were sent to the participants on Google Classroom account. The pre/posttest was applied by using Google Forms.

Instruments of the Study

The tools the researchers employ in the current study are as follows:

A pre/ post EFL writing performance test.

The researchers reviewed literature and previous related studies of EFL majors' language writing performance and reviewing the writing language performance components. Then, the researchers designed a test that covers the necessary EFL majors' language writing performance components. The pre-posttests were given to the target group of student-teachers. The language writing performance test was designed by the researchers to investigate the effect of using the constructivists' flipped learning approach on enhancing EFL majors' language writing performance. The group members were tested before and after the experimentation to identify the effectiveness of using the constructivist flipped learning approach on enhancing their language writing performance level.

The test consists of five sections; accuracy, fluency, coherence, morphology and pragmatics. A rubric is formed to judge the participants' language writing performance components according to; accuracy, fluency, coherence, morphology, and pragmatics.

To determine the internal consistency of the language writing performance components' test that were measured, Pearsons' correlation coefficients were calculated between each writing performance component and the overall score of the test. The following table shows Pearson's

Table 1

Correlation Coefficients between the Score of each Component and the Total Test Score

Component	Items	Correlation
Language Writing Performance	Accuracy	0.62**
	Fluency	0.70**
	Coherence	0.67**
	Morphology	0.73**
	Pragmatics	0.73**

** Sig. at 0.01, when the correlation coefficient is higher than 0.46, n=31

Table (1) indicated that the writing performance components' correlation coefficients to the total test score were all statistically significant at the level of (0.01). Therefore, the internal consistency of the writing performance components was confirmed. This indicates the internal consistency of the test.

To ascertain the internal consistency of the test questions, Pearsons' correlation coefficients between each question and the total score of the test were calculated. The Pearson's correlation coefficients are shown in the following table:

Table 2

Correlation Coefficients between the Score of each Question and the Total Test Score

Question	Item	Correlation
1	A	0.64 **
2	A	0.66 **
3	A	0.61 **
5	A	0.66 **
6	A	0.72 **

** Sig. at 0.01, when the correlation coefficient is higher than 0.46, n=31

Table (2) indicated that the questions' correlation coefficients to the total test score were all statistically significant at the level of (0.01). Therefore, the internal consistency of the test questions was confirmed.

The reliability of the test was verified through the following:

- Cronbach Alpha Coefficient was calculated. The Cronbach's alpha coefficient was 0.92, which was relatively high and showed a good degree of reliability for the test. For the purposes of the current study, the test was therefore deemed to be reliable.
- The test was re-corrected by inter rater. The correlation coefficient between the degree of two corrections of the test was calculated and found to be 0.99, which was relatively high. This confirmed the test's high level of reliability. For the purposes of the current study, the test was therefore deemed to be reliable.

EFL writing performance rubric.

Based on the writing performance components list, the writing performance rubric was developed and presented to the jury members. It was modified in light of their comments and according to the designed list's components.

The researcher designed an EFL writing performance rubric to identify the components of EFL writing performance, assess the level of their development, and ultimately score the writing performance test. The rubric includes writing performance consisting of five EFL writing performance components; accuracy, fluency, coherence, morphology, and pragmatics. Each component composed of specific criteria, with four levels; excellent, very good, good and poor. The estimated value of excellent value was (5) ,very good was (4), good was (3) and poor was (2).

Results of the Study

Testing the First Hypothesis

According to the first hypothesis, there is no statistically significant difference between the study participants' mean scores of pre-test and post-test in terms of EFL majors' language writing performance as a whole in favor of the post-test. The paired-samples t-test was performed to determine the significance of differences between the pre and post-administration in to verify this hypothesis.

Table 3

Comparing Participants' EFL Writing Performance on the Pre/post Test as a Whole

Performance	Mean		Std. Deviation		t- test value	Sig.	Effect size (η^2)
	Pre	Post	Pre	Post			
Overall score of the Language Writing Performance	10.81	20.81	2.64	1.14	37.538	0.000	0.996

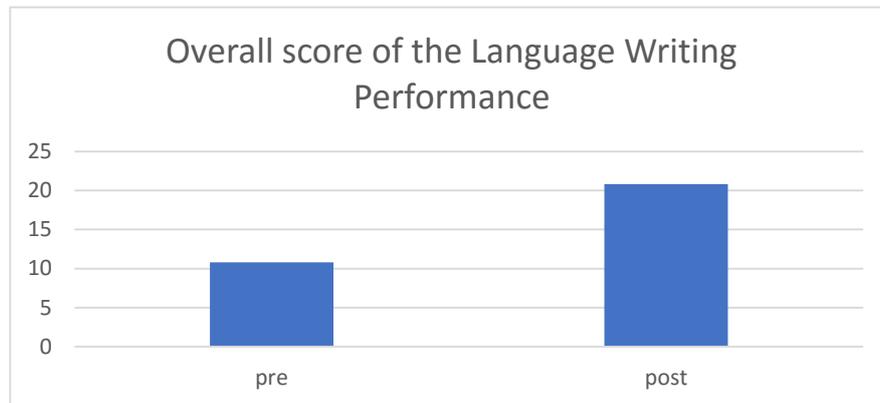
According to Table 3, the participants' mean scores in the post administration of language writing performance test as a whole were higher than their mean scores in the pre administration. This indicates that the study participants achieved progress in the EFL majors' language writing performance as a whole as a result of the constructivist flipped learning program. Additionally, the standard deviation of participants scores in the post administration of language writing performance test as a whole was lower than the pre administration. This indicates the convergence of the participants' level in the EFL majors' language writing performance as a whole after teaching the constructivist flipped learning program.

Additionally, the table shows that the significance level (sig.) is less than (0.01). This demonstrates that there is a statistically significant difference between the study participants' mean scores on the pre and post language writing performance test at the (0.01) level as a whole in favor of the posttest scores. It proves that the second hypothesis should be rejected. Consequently, it is appropriate to accept the alternative hypothesis. As a result, it can be stated that there is a statistically significant difference between the mean scores of the study participants on the pre and posttest administrations of the language writing performance with regard to the language writing performance of the EFL majors as a whole, favoring the posttest scores.

The diagram below clarifies the Significance of Differences between the Participants' Mean Scores on the Pre and Post Language Writing Performance Test as a Whole

Figure 1

The Significance of Differences between the Participants' Mean Scores on the Pre and Post Language Writing Performance Test as a Whole



It is evident from Table (3) that the calculated effect size regarding writing language performance as a whole, expressed by the Eta squared, is (0.976) that means it is higher than (0.232), which is a very significant size effect. This indicates that the constructivist flipped learning program is very efficient in enhancing the EFL majors' language writing performance as a whole.

Testing the Second Hypothesis

According to the second hypothesis, there is no statistically significant difference between the participants in the study's pre- and post-tests in terms of EFL majors' language writing performance as items in favor of the post-test. The paired-samples t-test was carried out to determine the significance of differences between the pre and post-administration in to verify this hypothesis.

Table 4*Comparing Participants' EFL Writing Performance on the Pre/post Test Individual Skills*

Component	Items	Mean		Std. Deviation		t- test value	Sig.	Effect size (η^2)
		Pre	post	Pre	post			
Writing Language Performance	Accuracy	2.13	4.29	0.34	0.53	26.484	0.000	0.959
	Fluency	2.13	4.16	0.34	0.52	27.806	0.000	0.963
	Coherence	2.23	4.23	0.43	0.5	24.900	0.000	0.954
	Morphology	2.23	4.23	0.43	0.43	30.496	0.000	0.969
	Pragmatics	2.1	3.9	0.3	0.54	21.066	0.000	0.937

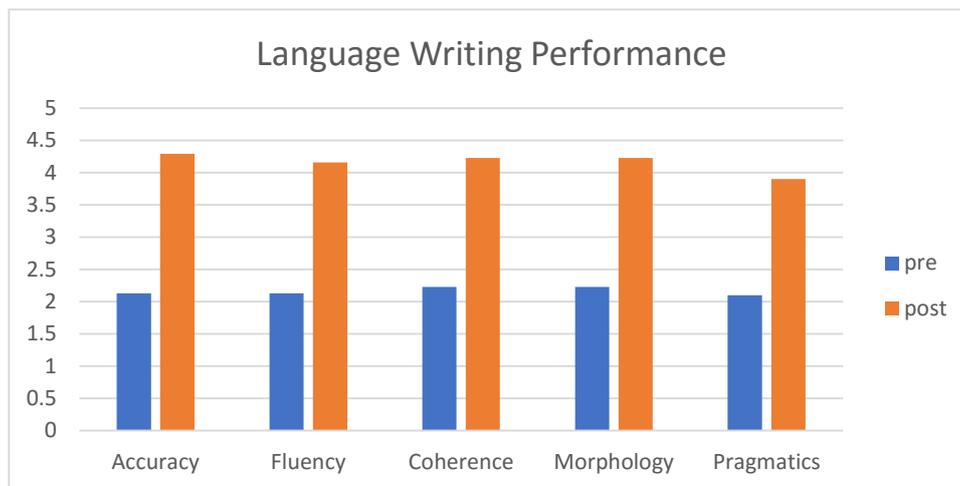
According to Table (4), the participants' mean scores on the language writing performance test items after administration were higher than their mean scores before. This indicates that the study participants achieved progress in the EFL majors' language writing performance as items as a result of the constructivist flipped learning program. In addition, the standard deviation of participants scores in the post administration of language writing performance test as items was lower than the pre administration. This indicates the convergence of the participants' level in the EFL majors' language writing performance as items after teaching the constructivist flipped learning program.

Additionally, the table demonstrates that the significance level (sig.) is less than (0.01). This shows that there is a statistically significant difference at the (0.01) level in favor of the posttest scores between the mean scores of the study participants on the pre and post language writing performance test. As a result, the third hypothesis should be rejected. As a result, it is appropriate to accept the alternative hypothesis. Therefore, it can be concluded that there is a statistically significant difference between the mean scores of the study participants on the language writing performance pre and posttest administrations concerning the EFL majors' language writing performance as items in favor of the posttest scores.

The diagram below clarifies the Significance of Differences between the Participants' Mean Scores on the Pre and Post Language Writing Performance Test as items

Figure 2

The Significance of Differences between the Participants' Mean Scores on the Pre and Post Language Writing Performance Test as Items



It is evident from table (4) that the calculated effect size for language writing performance as items, expressed by the Eta squared, is higher than (0.232) that is a very large size effect. Which indicates that the constructivist flipped learning program enhances in a highly effective way, the EFL majors' language writing performance as items.

Discussion of the Study Results

This analysis was related to the rubric items. As an example, three participants production was analyzed according to the level and classified into three instructional levels; a poor level participant, an intermediate level participant, and an advanced level participant. The rubric items were adopted to analyze critical their production in language performance pre/posttest to identify the differences.

The first pre/posttest question was posed to evaluate the participants' accuracy component in both writing and oral performance. In the pre-test, participant (A) responded to the first question with many grammatical and vocabulary errors that prevented language over flow. Participant (B) made some of grammatical and vocabulary errors that did not affected language over flow. Participant (C) made rare grammatical and vocabulary errors and written language was understood.

To enhance one of the language writing performance components, which is accuracy, the activities were conducted to enable participants to tackle grammatical and vocabulary errors. Participants were taught how to employ the appropriate language, vocabulary, and punctuation, such as verb forms, articles and prepositions in their writings. The researcher employed a variety of teaching aids to enhance participants' accuracy in writing such as; Zoom App was used as a tool of communication at the first stage (Pre-Classroom) to facilitate the learning process and giving the instructions and Padlet link to the participants before each session, Google Classroom was used as a tool through the instructor uploaded the learning materials; videos, articles, PowerPoint presentations, WhatsApp was used as a part of the program in which the participants interacted with each other's and uploaded their homework activities, Padlet was used as an easiest way to create and collaborate using the K.W.L strategy before and after the sessions, PowerPoint was used to create slideshow presentations, Videos was used a visual product with audio to present the learning material. In the post-test, participant (A, B and C) did not make grammatical or vocabulary errors, and the written language was well designed.

The second pre/ posttest question was posed to evaluate the participants' fluency component in both writing and oral performance. In the pre-test, participant (A) responded to the second question completely lacks written language's smooth, spontaneous flow, and repeated the majority of words. Participant (B) used a bit appropriate flow of written language,

and repeated some words. Participant (C) used a suitable flow of language, and repeated few words.

To enhance one of the language writing performance components, which is fluency, the activities were conducted to enable participants to tackle the lacks of the natural flow of the written language. The participants learned how to interact with native English speakers and avoid misunderstandings, as well as how to explain their topics or express their points in a smooth, clear, and concise manner without too many gaps, stops, or hesitations. The researchers employed a variety of teaching aids to enhance participants' fluency in writing such as; Zoom App was used as a tool of communication at the first stage (Pre-Classroom) to facilitate the learning process and giving the instructions and Padlet link to the participants before each session, Google Classroom was used as a tool through the instructor uploaded the learning materials; videos, articles, PowerPoint presentations, WhatsApp was used as a part of the program in which the participants interacted with each other's and uploaded their homework activities, Padlet was used as an easiest way to create and collaborate using the K.W.L strategy before and after the sessions, PowerPoint was used to create slideshow presentations, Videos was used a visual product with audio to present the learning material. In the post-test, participant (A, B and C) started to use a natural flow of written language without word repeating.

The third pre/ posttest question was posed to evaluate the participants' coherence component in both writing and oral performance. In the pre-test, participant (A) could not construct well-arranged paragraphs and essay. Participant (B) constructed some well-arranged paragraphs and essay. Participant (C) constructed most well-arranged paragraphs in an essay.

To enhance one of the language writing performance components, which is coherence, the activities were conducted to enable participants to write coherently, and understand

coherence in written language. The researchers employed a variety of teaching aids to enhance participants' coherence in writing such as; Zoom App was used as a tool of communication at the first stage (Pre-Classroom) to facilitate the learning process and giving the instructions and Padlet link to the participants before each session, Google Classroom was used as a tool through the instructor uploaded the learning materials; videos, articles, PowerPoint presentations, WhatsApp was used as a part of the program in which the participants interacted with each other's and uploaded their homework activities, Padlet was used as an easiest way to create and collaborate using the K.W.L strategy before and after the sessions, PowerPoint was used to create slideshow presentations, Videos was used a visual product with audio to present the learning material. In the post-test, participant (A, B and C) started to use well-organized paragraphs and essays that are clearly understood.

The fourth pre/ posttest question was posed to evaluate the participants' morphology component in both writing and oral performance. In the pre-test, participant (A) could not build meaningful sentences and phrases, and the written products could not understand. Participant (B) built some sentences and pauses, the essays were partly understood. Participant (C) adequately built meaningful sentences and phrases, essays were almost adequate.

To enhance one of the language writing performance components, which is morphology, the activities were conducted to enable participants to understand how words enter a language, what they consist of, understand how words are formed by combining prefixes, suffixes, and roots, describe complex words, and forming meaningful phrases. The researchers employed a variety of teaching aids to enhance participants' morphology in writing such as; Zoom App was used as a tool of communication at the first stage (Pre-Classroom) to facilitate the learning process and giving the instructions and Padlet link to the participants before each session, Google Classroom was used as a tool through the instructor uploaded the

learning materials; videos, articles, PowerPoint presentations, WhatsApp was used as a part of the program in which the participants interacted with each other's and uploaded their homework activities, Padlet was used as an easiest way to create and collaborate using the K.W.L strategy before and after the sessions, PowerPoint was used to create slideshow presentations, Videos was used a visual product with audio to present the learning material. In the post-test, participant (A, B and C) started to be able to build meaningful sentences and phrases with excellent and understood essays and dialogues.

The fifth pre/ posttest question was posed to evaluate the participants' pragmatics component in both writing and oral performance. In the pre-test, Participant (A) utilized extremely poor wording that is difficult for readers to understand. Participant (B) used clear, uncomplicated language that some readers might understand. The language employed by the participant (C) was nearly understandable to the majority of readers.

To enhance one of the language writing performance components, which is pragmatics, the activities were conducted to enable participants to understand how words can be interpreted in different ways based on the situation, convey the meaning through the written communication, and use language effectively in a contextually appropriate fashion. The researchers employed a variety of teaching aids to enhance participants' pragmatics in writing such as; Zoom App was used as a tool of communication at the first stage (Pre-Classroom) to facilitate the learning process and giving the instructions and Padlet link to the participants before each session, Google Classroom was used as a tool through the instructor uploaded the learning materials; videos, articles, PowerPoint presentations, WhatsApp was used as a part of the program in which the participants interacted with each other's and uploaded their homework activities, Padlet was used as an easiest way to create and collaborate using the K.W.L strategy before and after the sessions, PowerPoint was used to create slideshow presentations, Videos was used a visual product with audio to present the learning material. In the post-test,

participant (A, B and C) used the superb language that all readers could understand along with strong and insightful ideas.

Conclusions

The current study offered proof of the study program's impact on enhancing EFL majors' language writing performance. There was also evidence that using a constructivist flipped learning approach activities had a more favorable impact on enhancing EFL majors' language writing performance. Technological tools with different writing performance activities assessed participants to communicate and interact with each other's eagerly, and promote participants' active participation in discussions and various oral activities, which consequently contributed to enhance writing performance. The implemented technological tools revealed to be more efficient in increasing the students' motivation for writing performance.

The materials played an effective role in the enrichment of the participants' vocabulary and increasing the cultural awareness and level of attention. And there is evidence that the participants connected with the implemented activities and became more reflective and careful evaluators of their own performance since the participants' needs, interests were taken into consideration from the beginning. Additionally, the subjects, goals, and finalized products were relevant, significant, fascinating, and beneficial to them. In addition to using language activities related to the participants everyday lives, produced a favorable impact on the participants in terms of the self-confidence and motivation.

Participants' peer work and group work proved to be influential in enhancing participants' involvement in different writing performance activities, which in turn encouraged them to enhance their writing performance. Using the pre/posttest was important in assessing the participants' progress and giving clear evidence for the effect of the study program.

Furthermore, using the classroom discussions and the researchers' observations during the study program enabled the researchers to comprehend the participants' performance and reflections in order to make responsive modifications in their interaction.

Recommendations

The following recommendations can be made in light of the results of the current study:

- Writing performance needs to be given more attention and care in further studies and in EFL classrooms. Additional effort and time need to be exerted to enhance it and its components.
- Using the constructivist flipped learning approach specifically in writing performance teaching when teaching the English language, should be into consideration in EFL learning programs in different instructional stages.
- Using enjoyable technological tools and suitable online materials should be taken into consideration in designing courses to different instructional stages.
- Teachers ought to participate in using the constructivist flipped learning approach in teaching English to enhance students' writing performance.
- Planning to use language activities and materials in EFL classrooms needs to be explored within a through methodological framework.
- Teachers should try more language activities and materials in their classrooms, as they increase their learners' levels of consideration and involvement in the target activity more than artificial materials.
- Teachers should take their students' likes and interests into consideration when designing activities.
- When planning the activities, students need time for thought, which is crucial.

- Students should try to explore more innovative learning techniques in order to prepare and train themselves to become successful in writing language performance.
- Chances should be given to students to practice writing in a comfortable atmosphere and in a real-life like environment.
- There is an urgent and necessarily need to investigate, encourage and promote more contextualized EFL teaching and learning approaches that utilize language performance materials for effective EFL teaching and learning to keep pace with the current orientation for blended learning.

Suggestions for Further Studies

According to the results of this study, more studies are suggested in the area of teaching language use. Here are some of the topics that deserve investigation:

- A study that investigates the effect of using a constructivist flipped learning approach on enhancing students' writing performance at different educational stages.
- A study to explore EFL learners' difficulties when participating in flipped learning approach program.
- A study that investigates the effect of using other appropriate approaches on enhancing students' writing performance.
- More studies should be conducted to investigate the problems of teaching language performance and the obstacles that affect enhancing other aspects in writing performance.

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