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The 4th International Conference on *Language, Society and Culture in Asian Contexts* (LSCAC 2016) is a biannual conference organized to create a space where people could exchange academic knowledge and build up international collaboration so as to bring a new body of knowledge into the development of the Asian society, as well as to strengthen network among scholars whose research interests lie in the Asian context. The theme for the 2016 conference, which was hosted by Universitas Negeri Malang, is "Cultivating and Casting Asian Diversities: Empowering the Asians." Some relevant topics to the theme of this conference were thoroughly discussed in featured speaker sessions, paper sessions, pecha kucha, and roundtable discussions, where representatives from several countries in Asia shared their ideas, insights on Asian diversities as a discourse to strengthen understanding and to foster creativity, growth, and social innovation among Asians to be a better Asia.

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Conference Paper

Promoting Flipped Classroom Model in Teaching Writing of EFL Learners

Khoiriyah and Mahendra Puji Permana Aji

Nusantara PGRI Kediri University

Abstract

Teaching writing requires interactive and motivating activities in EFL classroom. Usually, EFL learners lost their interest and get discouraged in writing class so they tend to avoid writing activities and exercises. The reasons are they get difficulties in exploring their ideas in written form and they cannot consult and meet the teacher individually during class time because of limited time for teaching. Thus, EFL learners need motivation in triggering themselves to write. Teachers have very significant contribution to improve quality of learning and support the learners to maintain their motivation by applying interactive teaching model. Therefore, flipped classroom is alternative model that could be utilized in managing inside or outside classroom activities. It is a digital technology used to shift direct instruction outside of the group learning to individual learning, usually via videos. This article aims to share the practice and challenges of applying flipped classroom model in teaching writing.

Keywords: Flipped Classroom, Teaching Writing

Corresponding Author:
 Khoiriyah and Mahendra Puji
 Permana Aji; email:
 khoir.khoiriyah@yahoo.co.id

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1. Introduction

Writing is a way of sharing information, thoughts, ideas and experiences to others in the written form. Through writing, EFL learners can inform others, explore the ideas, carry out transactions and tell what they feel. In line with this view, ([14]: 88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Further, writing is also a basic skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media. They need to know some of writing's special convention: punctuation, paragraph construction, etc. ([9]: 80). Thus, writing skills will help EFL learners to increase their language and reasoning skill as well. EFL learners also can expand their knowledge of the language components in a real use effectively. It is supported by ([12]: 113) that writing, as with the other skills of listening, speaking and reading, it is useful to make sure that learners are involved in meaning-focused use, language-focused learning, and fluency development. So, writing skill gives a wider opportunity for EFL learners to develop both their academic achievement and future career.

The learners should develop their writing ability to increase their academic achievement and future career through more practice. The ability to write has become an essential skill for attaining employment in many walks of life ([2]: 218). The ability to write effectively is becoming increasingly important in global community, and instruction in writing is thus assuming an increasing role in both second and foreign language education ([18]: 1).

Generally speaking, in teaching language classroom teacher should develop four language skills involving the learner's ability to write. It means that they have to master writing proficiency including aspects of writing e.i: content, organization, vocabulary, language use, and mechanic. If they good in writing skill, many benefit can be reached, they are: first, writing is a good way to increase their ability in using vocabulary and grammar. Second, it can improve their ability in using language. Next, it can support another language skills likes speaking and reading. If their writing is good, they can speak and read fluently and effectively. Then, they can build writing habit - making learners feel comfortable as writers in English and so gaining their willing participation in more creative or extended activities [9]. The last, writing is a way to gain modern information technology as well as broaden their knowledge.

In fact, most of EFL learners face many problems in learning writing skill, they are: EFL learners feel difficult to develop and organize the ideas well, they are lack of vocabulary, they get difficulties in grammar structures including mechanics of writing, they are not attracted in writing's topics, they do not have opportunities for being corrected and for consulting to the teacher because of limited time in the classroom, they are not enough materials, and they feel boring and less motivation to write. In addition, ([16]: 303) states that the difficulty in writing lies not only generating and organizing ideas, but also in translating these ideas into readable text. Those difficulties make the students not to be confident in writing. Moreover, ([6]: 235) cited that the problems faced by EFL teachers in writing instruction are: the first, dealing with the teaching of the less proficient students. They tend to use ineffective writing strategies and teachers struggle to help students how to write. Next, dealing with students' negative attitude on writing. They are unmotivated as well as lack of confidence in themselves as writers. The last is dealing with the effectiveness of teachers' response on their writing product. The students have limited time to consult, get comment and feedback from their teacher.

Regarding with the writing cases, the teacher should use appropriate model, so the learners can write easily and motivated to write well. Various new models of teaching writing can be applied by the teacher. One of them is flipped classroom and it is very appropriate in teaching writing. Flipped classroom is teaching strategy that lets teachers to more actively engage with learners in the classroom. In the flipped classroom, teachers can ask the learners watch recorded video given by teacher as

homework, and use class time for active learning exercises and direct engagement with learners. Further, ([3]: 9) states that flipped classroom is using technology to deliver asynchronous direct instruction with the intention of freeing up class time for student-centered learning. The goal of flipped learning is to provide a student-centered learning environment. It gives teachers the ability to practice project-based learning, mastery, inquiry, peer instruction, constructivism, and more.

This article is expected to have an essential contribution to the development of language teaching methodologies especially in modeling the teaching of writing in EFL classroom. It will also provide beneficial information for the teachers of English in relation to the importance of teaching writing using technology. This article presents teaching writing for EFL learners, concept of flipped classroom, kinds of flip classroom model, the benefit of flipped classroom model, implementing flip classroom in teaching writing of EFL learners, and example of writing lesson plan using traditional flip.

2. Teaching Writing for EFL Learners

Teaching is a process of transferring the ideas, knowledge, skills and experiences to someone else and usually it is done orally, directly or indirectly. Writing is an important part of language teaching. It also has become more important as tenets of communicative language teaching- that is, teaching language as a system of communication rather than as an object of study- have taken hold in both second and foreign language setting [18]. Teaching writing is a complex process that needs a cooperative learning situation ([13]: 91). He also states that "the atmosphere of writing classroom should be warm, supportive and non-threatening". In teaching writing the teacher has to begin to consider how to involve the learners by giving an interesting activities. The interesting activities and methods can make the learners comfortable, confidence and enthusiasm.

Moreover, the reason for teaching writing to EFL learners include reinforcement, language development, learning style, and writing as a skill in its own right ([8]: 79) . The sort descriptions are as follow:

1. Reinforcement

Some students acquire languages in a purely oral way, but most of them get it from seeing the language written down. The visual demonstration of language construction is invaluable for both their understanding of how it all fits together and as an aid to committing the new language to memory. Learners often find it useful to write sentences using new language shortly after they have studies it.

2. Language development

The actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of ongoing learning experience.

3. Learning style

Some learners are fantastically quick at picking up language just by looking and listening. For the rest of them, it may take a little longer. For many learners, the time to think through, to produce a language in a slower way, is valuable. Thus, writing is appropriate for such learners.

4. Writing as a skill

The most importance reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading. Learners need to know how to write letters, how to put written reports together, how to reply to advertisements, and how to write using electronic media. They need to know some of writing's special conventions such as punctuation, paragraph, construction, etc just as the need to know to pronounce spoken English appropriately.

During the 1970s and 1980s, writing as a process become very influential in the teaching of writing [19]. In producing a certain text learners can start with four processes of writing ([9]: 4): first is planning: experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. Second is drafting: learners can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. Third is editing (reflecting and revising): reflecting and revising are often helped by other reader (or editor) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions. The last is final version: this may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

3. Concept of Flipped Classroom

Flipped classroom model is an appropriate to teach learners inside and outside classroom especially when the teacher has not enough time to interact with them. Teacher can give material, task through video and ask them to watch before coming to the class and also teacher can check and response their works. According to [17], the flipped classroom promotes an environment which increases the interaction between the students and teachers and engages the students in learning through application and practice. In this aspect, flipped classrooms use a student-centered approach as it

focuses on student learning and it places the responsibility for learning more on the shoulders of students than teachers while giving them a greater impetus to experiment. Meanwhile, the Flipped Classroom promotes personalized learning as students can pause, re-wind and re-watch the online video at their own pace - one of the major, evidence-based advantages of the use of video is that learners have control over the media with the ability to review parts that are misunderstood, which need further reinforcement, and/or those parts that are of particular interest [7].

The Flipped Classroom strategy promoted individualized learning for learners as some of them used the opportunity to replay and pause the online lecture to absorb it better based on their own pace. However, they will need to take the initiative and take responsibility for their own learning [4]. Flipped classrooms also draw on concepts such as active learning, student engagement, hybrid course designs, and course podcasting [5]. The flipped model puts the responsibility for learning more on the shoulders of the students while giving them greater impetus to experiment. Activities in class can be student-led, and communication among students can become the determining dynamic of a session devoted to learning through hands-on work [5].

Moreover, ([3]: 9) says that flipped classroom is using technology to deliver asynchronous direct instruction with the intention of freeing up class time for student-centered learning. In addition, Arnold [1] cites that the flipped classroom is a teaching method that delivers lecture content to students at home through electronic means and uses class time for practical application activities, may be useful for information literacy instruction. In sum, flipped classroom is model of learning that is focused on student-centered learning, using technology by delivering asynchronous direct instruction outside the classroom. The teachers can enable learners to practice in collaborative activity, peer instruction or feedback, project based-learning or creative project.

4. Kinds of Flip Classroom Model

Various flipped classroom model can be applied by teachers but every teacher's flip looks different based on teaching style, students, and other factors. In ([3]: 21) divided flipped classroom into First Iteration Flips and Second Iteration Flips. The short description can be seen below.

4.1. First Iteration Flips

In First Iteration Flips consists of Traditional Flip and Writing Workshop Flip.

1. Traditional Flip

Traditional flip is simply frontloading a video of content followed by problems, activities, or writing in class based on that content. For the most part, when the media refer to the flipped classroom, this is what they mean.

2. Writing Workshop Flip

The Writing Workshop Flip endorses many philosophies shared by flip teachers including that learners should be writing in class, working in class, making choices personal to them, and having the teacher model and guide.

The structure of a writing workshop is as follows (Calkins, 1986):

- (a) A consistent signal at the beginning of the writing workshop.
- (b) A direct instruction mini-lesson. The mini-lesson should connect to previous lesson, teach or demonstrate a new writing technique, and allow students to practice the technique with the supervision of the teacher.
- (c) The mini-lesson is followed by writing time in class. During this time, the teacher has writing conferences or meets with small groups and give more specific instruction.
- (d) The class concludes with students sharing their work with each other.

4.2. Second Iteration Flips

Second Iteration Flips consists of Explore-Flip-Apply, Flip- Mastery, and Peer Instruction (PI) Flip.

1. Explore-Flip-Apply

This model is derived from the work of Ramsey Mussallam and is a variation on the Explore-Explain-Apply model [11]. He describes the most important element of this model as “the intentional withholding of knowledge” [11]. The reasoning behind this method is that when in the learning cycle the teacher delivers the video is important to the instruction’s effectiveness. The model is a series of steps designed to reveal knowledge as the students construct or discover it. If the model had a linear progression, it would look like this:

- (a) Explore Stage: students are presented with an activity, problem, event, or task in which they engage in an exploratory process to discover the knowledge required. It might be a brainstorming activity or a writing problem. The teacher observes and intentionally does not intervene, allowing students to construct and explore their own knowledge. The explore stage should ideally go on until the students cannot longer progress without certain information and have sufficiently stressed their cognitive load.

- (b) Flip Stage: once the students have reached the extent of the Explore stage and need the teacher to inject information, the video instruction is utilized. A short video based on observations during the Explore stage delivers necessary content on an as-needed basis. At this point, the teacher adds content, confirms discoveries, clears up misconceptions, and guides the students into the next stage.
- (c) Apply Stage: once the content has been delivered in the flip stage, students can move into an exercise or assignment in which in they apply, in a different manner, the material they learned from the previous two stages.

1. Flip-Mastery

The flip-mastery model combines flipped videos with mastery instruction. In this model students watch the videos and complete assignment at their own pace. In addition, students cannot move on to the next unit until they have reached the teacher-defined mastery of specific skills.

2. Peer Instruction Flip

Manzur [19] cited that there are seven steps of Peer Instruction Flip:

- (a) Students get a pre-class activity, often a reading, but in the case of flipping it could be a video or podcast.
- (b) At the start of class, the teacher asks the class a question based on the pre-class activity. The question should be at a higher level of processing and should not have a simple, easy-to-identify answer, the question could even be ambiguous enough to not have a right or wrong answer.
- (c) Students use their base knowledge to decide on their answer.
- (d) The teacher reviews the students' answers to through a response system, show of hands, or other quickly accessible method.
- (e) Students are then asked to find someone who answered differently from them and discuss why they choose the answer they choose. In this stage, students try to to convince the other student they have the correct answer and why. This is the step where the students really explore their knowledge and understanding and determine if they answered correctly or not.
- (f) Students are then asked again to commit to an answer.
- (g) The teacher then reviews the correct answer, gives an explanation of the concept, and determines if more instruction is needed.

5. The Benefit of Flipped Classroom Model

In ([3]: 14) explains that there are some benefits of using flipped classroom; individualized instruction, community, self-pacing, choice in activities/alternate assessment, focus on the fun stuff, grading, efficiently use time, autonomous learning and common core state standards.

1. Individualized instruction

The students are conditioned to watch the video and use technology before coming to the class. So during the learning process the teacher can ask the students' difficulties, and also the teacher can give the feedback outside the classroom personally by using the tool of learning.

2. Community

In flipped classroom model, the students have time to collaborate with each other. they constantly reading and revising each other's work, brainstorming ideas together, and making writing process communal.

3. Self-pacing

In flipped classroom, the teacher may ask the students to do self-pacing. Especially when they do not understand about the material, they watch the video again and many other. Flipping allows the students the freedom to choose what they want to work on when.

4. Choice in activities/alternate assessment

Because of using tool of learning the teacher can offer the students multiple option in how they show learning. The teacher can also use alternate assessment such as ask the students to create creative project.

5. Focus on the fun stuff

In ([3]: 16) explains that fun stuff is the activity done in the classroom, the application of the material, watching the students grow and make deep connections to the material. It means that the teacher focus on the activity done in the classroom ,the application of the material, watching the students grow and make deep connections to the material .

6. Grading

The teacher can read the students' duty in the classroom. The teacher also can give them feedback immediately, or the teacher can give audio feedback, record of written feedback and more.

7. Efficiently use time

The time for teaching is limited. So, by using flipped classroom the teacher can use the time efficiently. The teacher delivers asynchronous direct instruction outside the classroom.

8. Autonomous learning

Students have a larger responsibility to manage their own time, and with necessary support, can learn crucial time management strategies.

9. Common Core State Standards (CCSS)

Many states are going to the Common Core State Standards with a goal of having career ready. According to ([3]: 18), "the Council of Writing Program Administrators produced a document that attributes, what it calls "Habit of Mind" writers to be college and career ready". In addition the Flipped Classroom gives teacher the ability to address many of the skills required in CCSS. The work outlines the following skills: curiosity, openness, engagement, persistence, responsibility, flexibility, and metacognition. (Council of Writing Program Administrators, 2011).

According to [15], the benefits of the flipped approach are considerable. Students take more responsibility for their own learning. Working in class along with a master of the discipline (you), they learn to think more critically, communicate more effectively, and have a greater appreciation for the unique importance and logic of the subject. And they experience at least some of the satisfaction of learning how to think in a new and, in some cases, life-changing way.

6. Implementing Flip Classroom in Teaching Writing of EFL Learners

In teaching writing using flipped classroom model, the teacher should pay attention to the three main components that are required for a classroom to be considered a Flipped classroom. In ([3]: 11) mentions three main components of flipped classroom; the first is instruction delivered asynchronously, the second is learners have immediate and consistent access to information, the third is teachers are available during class time to answer questions and guide learning. It means that to free up class time for work teacher need find way to deliver instruction asynchronously by using video, podcast, interactive books and many others. In addition, the teacher must prepare tool of learning so that the learners can access the content easily. During class time the teacher can guide learning process and answer question that is made by the learners. Furthermore, technology, one of component in flipped classroom is very important in writing, the learners can transfer of information, resources and ideas among learners,

and exchanges between learners on different campuses, or in different countries and cultures. According to Houston and Lin [5] in [4], a successful implementation of a flipped classroom would need the videos to be relatively short (no longer than 20 minutes) and teachers should briefly review the course content before in-class activities to answer any questions and to make sure that the majority of the students have sufficient understanding of the material.

Furthermore, [10] suggests that during the in-class activities, the teacher must be deliberate to guide and increase the interaction with the learners. In addition, the instructional design using technology needs to be carefully planned to ensure the learners' learning experience is enhanced, where learners identify learning as their goal.

7. Example of Writing Lesson Plan Using Traditional Flip

(Adapted from [3])

7.1. Argument in the Real World

Topic: Argument Writing

Grade Level : 7-12

Skill: Using Argument in Writing

Established Goals : Common Core State Standards

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Essential Question

What are the necessary elements for effective argumentation in writing?

Objectives

Students will understand	Students will know	Students will
Argument writing comes in many forms and has common elements in all forms.	the elements of an effective argument.	understand elements of an argument and be able to write an effective argument.

Assessment Evidence

Performance Tasks:	Self-Assessments:	Other Evidence:
Students will write an academic-level work that contains multiple elements of argument writing.	Evaluate choices students make in selecting argument assignment.	Students' final work.

Learning Plan

Lesson is based on 40-minute class periods but can be modified to meet your needs.

Flip: Video explaining what argument is and how to write an argument.

Day 1:

Quick check for understanding using reflection form or student notes.
 Provide or have students find examples of argument writing (debates, etc.).
 The teacher is available to circulate and answer questions.

Flip: Video giving more guidance on argument writing.

Day 2:

Students begin generating ideas for a writing assignment.
 Students then write an argument essay.
 Alternate Assessment: Students could choose what type of argument writing they want to complete on an individual basis.
 The teacher is available to circulate and answer questions.

Reflection Methods

1. Students will do a reflective exercise (Google Form) after watching the videos.
2. Students will share their thinking about argument and lessons learned in class discussions.
3. Students will peer evaluate other students' argument writing.

Materials

Facilities:	Equipment (non-tech):	Equipment (tech):
classroom or computer lab	printouts of argument examples	device to view flipped video lesson device to access Internet sites

8. Conclusions and Suggestions

Flipped classroom model is an appropriate for teaching writing. It is model of learning that is focused on student-centered learning, using technology by delivering direct instruction outside the classroom. The teachers can enable learners to practice in collaborative activity, peer instruction or feedback, project based-learning or creative project. Using this model, EFL learners viewed video lecturers at home before coming to the class, while in class time is devoted exercises, discussion and project. It also gives opportunities for learners to be more active learning, allows them to have responsibility for learning, develops one-on-one interaction between the teacher and learners, and it also focuses on efficient use of class time which accommodate various learners.

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